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UNIVERSITY OF ALBERTA

FORMATIVE EVALUATION OF THE MASTER'S PROGRAM IN ADULT AND HIGHER EDUCATION AT THE UNIVERSITY OF ALBERTA

BY

CATHY MACPHAIL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER, AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA

SPRING 1990

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ABSTRACT

Presented in this study are the results of a formative evaluation of an innovative approach to graduate program renewal. The Master's Program in Adult and Higher Education at the University of Alberta was the object of the study. The purpose of the study was to describe the origins of the project, the dynamic factors of the program, and the outcomes of the innovative project. The Stake (1967) model of evaluation guided the design of the study.

The data were gathered through surveys of two stakeholder groups -- faculty and students -- with return rates of 72% and 85.7% respectively. The statistical procedures used in analyzing the data included frequencies of response, cross-tabulations, and t-tests. Student comments to open-ended questions were analyzed for underlying themes. Program administrators were interviewed, and relevant program documents were analyzed.

Results of the study indicated that there was a high demand for a graduate program in adult and higher education from prospective students, the adult education community, and from the University. The innovative project was a means of addressing that demand. Approval for the project was granted in April 1985. Over the three-year timeframe of the innovative project, student enrollment grew from seven students in September 1985 to 56 students in April 1988. The rapid growth of the student population and support from within the University facilitated implementation. The major difficulties encountered during implementation resulted from financial constraints.

At the end of year-three, 10 students had graduated from the program. The successes of the project included attention to part-time student needs for alternative course scheduling, development of a cohesive student group through a program newsletter, receptivity to student input through a student advisory group, and acquisition of some graduate assistantships.

The overall level of satisfaction with the program was high, although each stakeholder group expressed concern for some aspects of the program. Students reported difficulties with the lack of standard operating procedures; faculty members viewed concentration courses as lacking in depth, breadth, and availability; and program administrators stated that the program needed more courses, more staff, and more attention to the needs of non-traditional students.

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Chapter I

INTRODUCTION AND STATEMENT OF PURPOSE

A. Introduction

The introduction of new programs in Canadian Universities has historically been related to the amount of government funding available. During times of economic expansion, funding for new programs is available; in times of economic recession, new programs are generally not funded. The demand for university programs, in contrast, shows the reverse. In economic expansion, the demand for university programs is less than it is during a recession, due to the availability of employment for prospective students (Ell, 1988, p. 1). The resulting situation created by government fiscal restraint in educational funding and a high demand for postsecondary programs has made it difficult for universities to fulfill institutional mandates. This was the case in Alberta in 1985 (Ell, p. 33). One alternative for the universities was to attempt renewal within the university.

The master's program in Adult and Higher Education was established at the University of Alberta in April 1985. Start-up was made feasible by a grant from the Department of Advanced Education's Innovative Projects Fund, subject to the project conditions outlined by Advanced Education.

The purpose of the project as stated in a letter from the Assistant Deputy Minister (April, 1989) was to "determine the feasibility of a selected approach to program renewal." The challenge of the innovative project was

to implement a new graduate program with minimal funding during a period of fiscal restraint. The approach used was three-fold and required restructuring the administrative, organizational and curricular foundation within the Faculty of Education. The administration of the graduate program was to be the responsibility of the Dean of Education. Interorganizational relationships were to be "established with representatives of client and cooperating organizations and units." The orientation of the curriculum was to be toward a problem solving and action research approach.

In addition to these components of the innovation, Advanced Education stipulated that the term of the project would be three years at a total shared cost of $388,000. A final report of the entire project was to be required by July 1988. However, the time frame was extended by an additional year at the request of the Faculty of Education, thereby postponing the date of the final report. If the project proved to be a success, the understanding between the University of Alberta and Alberta Advanced Education was that the University of Alberta would continue the financial support necessary to maintain a master's program in Adult and Higher Education.

B. Purpose and Research Questions

This study was undertaken to gather interim program information which would contribute to the summative evaluation of the innovative project. The gathering of the interim information was in the form of a formative

evaluation and focused on the following objectives:

1. To describe the origins of the innovative project,
2. To describe the dynamic factors of the program, and
3. To establish initial outcomes of the innovative project.

Three sets of questions were formulated to address these objectives. The first set of questions addressed the origins of the innovative project.

1. What were the major factors which led to the development of a master's program in Adult and Higher Education?
2. What conditions defined the parameters of the innovative project?

The second set of questions addressed the dynamic factors of the innovative project.

3. What was the nature of the program as implemented?
4. What was the process of implementation?
5. What factors served as facilitators, and what difficulties were encountered in implementation?
6. To what extent have innovative approaches been used in the instructional and administrative components of the program?

The third set of questions addressed the outcomes of the innovative project.

7. Based on stakeholder perceptions, how effective was the program in meeting the needs of students?
8. How effective was the program in meeting the project intents as indicated by enrollments, characteristics of students, and

perceptions of selected university administrators?

9. How satisfied were the program students, program faculty, and selected university administrators with the project as implemented?

10. From the point of view of the department chairs in the Faculty of Education and from the point of view of administrators in the Faculty of Graduate Studies and Research, how effective was the implementation process?

C. Significance

The events which gave rise to the graduate program in Adult and Higher Education may well repeat themselves in other graduate and undergraduate program areas at the University of Alberta. Indeed, institutional renewal may characterize higher education into the next century. If the postsecondary institutions are to meet the demands of students for programs, approaches to programming that do not require large amounts of money for implementation may be required.

The experiences of the stakeholders of the Adult and Higher Education program and the outcome of the program itself could provide guidance to other program areas and administrators facing issues of renewal. The perceived success or failure of the program may not be as important as the lessons learned from attempting the implementation of an

innovative program in times of fiscal restraint.

If the trend towards increased participation of adult students on campuses continues, it will become more important for universities to address the needs of these students. The results of this study could provide insight into some of the problems facing adult students in professional and graduate education and may indicate some of the structures and services universities could implement to address the needs of adult students.

D. Conceptual Framework

Stake's (1967) approach to evaluation was used to provide the general framework for the study. Since the study was not intended to determine the continuation or termination of the program, the evaluation was formative in orientation rather than summative.

Figure 1 represents the Stake model:

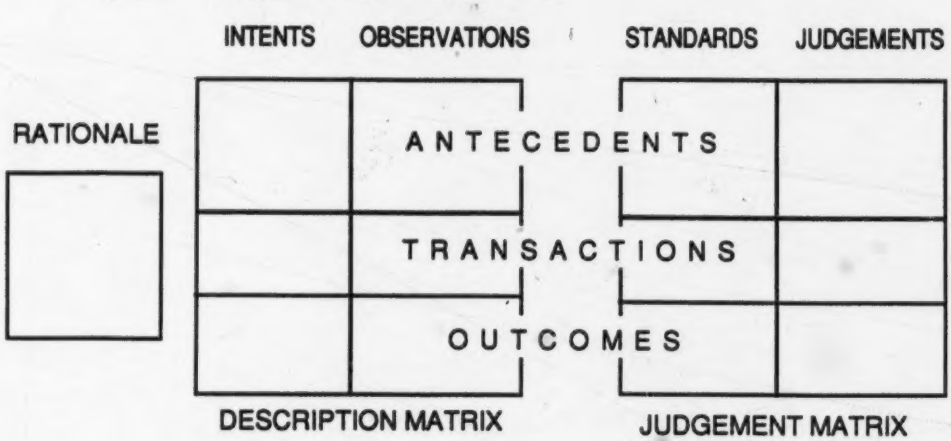

Figure 1
Conceptual Framework for the Study

The strengths of the Stake model for the purpose of this study lay in the versatility of the model and its applicability to a variety of evaluation contexts. If one accepts that the goals of evaluation include both process and product (Antheil and Casper, 1986), then the Stake model was appropriate. Since the Stake orientation did not dictate a lockstep approach, the evaluation could be designed to fit the needs of the program.

The model was comprised of three components which provided the basis for the design of the study; namely antecedents, transactions, and outcomes. These components focus the evaluation on three basic questions which may be stated as follow:

1. Where did the program begin?
2. Where has the program been?
3. Where is the program now?

The antecedents, the events which led to the creation and implementation of the innovative projects, were reviewed to establish the framework of the program. The Adult and Higher Education program emerged from a history of events. These events were reviewed and described to outline the environment in which the program was created.

The transactions, including both the implementation process and the content of the program, characterized the program in action. Examination of transactions from the stakeholders' frames of reference provided a complete description of the program.

The third component of the model, attention to outcomes, established the state of the program as of March 1988. The stakeholders' degrees of satisfaction and perceptions of effectiveness were part of this component, as were certain quantitative data. The chosen date of March 1988 marked the end of the three-year term of the project as it was originally proposed.

The vertical dimensions of the model focused on the planning and product of the program. The rationale, or the underlying philosophy of the program, provided a starting point for program analysis. The extent to which the rationale had been maintained or revised as the program developed was key to this assessment. The rationale was traced from the program genesis to March 1988.

The intents of the stakeholders were formulated through respondent replies to the questionnaire items and through document analysis. The self-reporting of individual stakeholders served two functions. The first function related to why individuals chose particular approaches and courses of action; the second related to the individuals' expectations of the program. The two functions together established the planning behind the action.

Closely linked to the intents were the observations. The observations were compared to the intents to determine the consistencies between what was intended and what was observed. A full description of the innovative program was developed by reporting both intents and observations.

Standards, the basis for judgment, were drafted from both internal and external sources. The internal sources were based on the expectations of

the Faculty of Graduate Studies and Research. These expectations applied to all graduate programs at the University of Alberta. The external standards were those provided by the Commission of Professors of Adult Education, an association of Canadian and American university professors founded in 1955. The standards focused on the following components:

1. curriculum
2. faculty
3. organization of graduate study
4. students' programs
5. resources and facility
6. scholarship

The standards applied to graduate programs at both the master's and doctoral levels. For this study, only the standards which referred to the master's level were used.

E. Limitations and Delimitations

The study was delimited to the students registered in the program in the 1987-88 session and to faculty members who had taught core courses in the program or elective courses specified as Adult and Higher Education options. Some of the faculty included in the study had also served as thesis advisors to program students, but not all student advisors were included in the study. Further, the study was delimited to program administrators who

had been directly involved in the program implementation or administration of the program.

The study was limited in the exploration of administrator perceptions because administrators in the Faculty of Graduate Studies and Research preferred not to be interviewed. Thus, the perceptions of a stakeholder group were absent from the study. The relatively small number of faculty members in the program further limited the study, since statistical analysis of the faculty survey responses was necessarily performed on a small sample size.

F. Outline of the Thesis

Chapter I of this thesis provides the introduction, statement of purpose for the study, research questions, significance of the study, conceptual framework, limitations and delimitations. Chapter II is comprised of a review of the literature germane to this study and focuses on the areas of innovation and change in higher education, program evaluation, and the graduate student experience. The design, development, and methodology of the study are presented in Chapter III, as well as a description of the respondents. Chapter IV is the discussion of the findings, presented according to antecedents, transactions, and outcomes. The summary, conclusions, and recommendations appear in Chapter V, followed by the reference list and appendices.

Chapter 2

REVIEW OF THE LITERATURE

This chapter presents a review of the literature related to the evaluation of innovative graduate programs. The purpose of the review is to frame the evaluation study within the context of current theory in the following areas: (1) innovation and change in higher education, (2) program evaluation in higher education, and (3) the graduate student experience.

A. Innovation and Change in Higher Education

The notions of innovation and change are often discussed simultaneously and the terms are, occasionally, used interchangeably. They are similar in that they are both processes, but they differ in that the process of innovation is often part of a larger process of change (Dill & Friedman, 1979, p. 414). Change can occur without being innovative, and may be defined as "any alteration or composition of the interacting elements, the location of permeability of the boundary, or the parameters describing the nature of the organization's equilibrium (Dill & Friedman, p. 413)." Change may be planned or unplanned.

Innovation is "the process of deliberately importing across organizational boundaries an identifiable package of technological information and putting this information to use in the activities the organization undertakes" (Dill & Friedman, 1979, p. 414). Boundaries, according to

Levine (1980), function to maintain the status quo. It may be that because of institutional boundaries, what is considered to be innovative in one organization is not considered to be innovative in another organization. In other words, "innovation is frequently in the eye of the beholder" (Millard, 1984, p. 41).

There are essentially five types of innovation, four of which may occur within an institution of higher education (Levine, 1980). Of the four types, innovation requiring holistic change is the most difficult to adopt and the least likely to succeed since it requires major change to an existing institution. It is also the most efficient form of change because it allows for the elimination of waste, such as outdated programs. In contrast, the establishment of a new college is the easiest form of innovation in terms of establishing an innovative mission, while at the same time being expensive and inefficient because of the potential for duplication of services available at existing institutions.

Innovation on a smaller scale may take the form of an innovative enclave within an institution. Enclaves are not part of the mainstream of the university and are, thus, inexpensive to establish and easy to implement. The drawback of innovative enclaves is that they lack the power to influence the mainstream of the institution and are easy to terminate. Finally, the most common form of change is piecemeal, or minor change. Innovations requiring piecemeal change are the easiest to implement in universities but are the least likely to produce institutional change on a large scale.

The fifth type of innovation, peripheral change, is one which is not associated with institutions of higher education. Peripheral change occurs when an organization which does not traditionally involve itself with higher education, establishes educational programs which address unmet needs and, thus, competes with university programs. Examples of peripheral change organizations are Xerox Corporation and McDonald's Restaurants.

The processes of innovation and change may be seen as overlapping by considering a model of each process. Levine (1980) describes four steps in the innovation process--recognizing the need for change, formulating a plan, initiating and implementing the plan, and institutionalizing or terminating the plan. Fullan (1982) describes the four steps in the change process as initiation, implementation, continuation, and outcome. Steps one and two of Levine's model precede Fullan's model, while Levine's steps three and four encompass all of Fullan's model. Innovation and change, then, may be viewed as a continuum rather than two distinct processes (Dill & Friedman, 1979, p. 414).

The innovation process may be affected by the internal structure of an institution. Birnbaum (1988) has described the internal structure of universities in terms of four different models of governance, organization, and leadership. The first model, the collegial institution, is characterized by shared power and shared values in a community of equals. In contrast, the bureaucratic institution is one where the compliance with rules and regulations is a necessity for decision-making within the structure.

The political institution is the third model and is comprised of people or groups of people competing for power and resources. Finally, the anarchical institution is characterized by a search for meaning within a community of autonomous individuals. No pure model exists but rather institutions of higher education are comprised of elements and combinations of the four models. Adams (1988) observed that within a university, no one person has complete power to do any given thing, suggesting that rather than shared power or ultimate power, there is a diffusion of power. While the structure of a university influences the degree of innovativeness, the conclusions drawn from research are tenuous at best (Seymour, 1988, p. 7). Cameron (1985) suggested that institutional structures that were paradoxical or contradictory would be more dynamic than institutions that adhere to one primary model.

When examining the propensity for innovation within an organization, it is helpful to understand the context, since it is the context which gives meaning to the innovation (Haworth, 1979). The university context is made of several environments, including the student environment, the faculty environment, the curricular/knowledge environment, the technological environment, the administrative environment, and the external environment which includes government and funding agencies (Peterson, Cameron, Jones, Mets, & Ettington, 1986).

Each environment has its own norms, values, and goals. Norms are the standards of conduct in an organization and include communication,

authority and control; values are the commonly held beliefs within the organization; and goals are the commonly held purposes and directions of the organization (Levine, 1980). Each of the six environments exerts pressure on the university to innovate or not to innovate according to its own norms, values, and goals. Conflict between the innovation and the host organization arise because of the differences in norms, values, and goals.

Recognizing the need for change may originate with any of the six environments. This occurs in what Fullan (1982) describes as the "adoption process," which includes initiation, mobilization, and planning for change. Although little is known about the adoption process, Fullan has identified ten factors associated with adoption as outlined below.

1. existence and quality of innovations
2. access to information
3. advocacy from central administrators
4. teacher pressure/support
5. consultants and change agents
6. community pressure/support/apathy/opposition
7. availability of federal or other funds
8. new central legislation
9. problem-solving incentives
10. bureaucratic incentives for adoption (p. 42)

Although Fullan focuses on educational change in the primary and secondary school system, some of the same factors may affect change in

institutions of higher education. In universities, student dissatisfaction with programs is a primary source of innovation, as is a highly qualified faculty which recognizes the potential or need for innovation (Ross, 1976).

Formulating a plan for innovation within a university is often the task of administrators or faculty, depending on the nature of the innovation. Solmon (1984) describes innovation in higher education as falling into two general categories. The first category, process innovations, are administrative in nature and do not change the content of education. Process innovations include such changes as flexible scheduling, self-directed study, or joint projects between graduate schools and schools of continuing education. The responsibility for process innovations falls mainly on university administrators. The second category of innovation is content innovation. Innovations in this category are curricular in nature and include new programs, new ideas, and new alliances among old disciplines. The responsibility for content innovation falls mainly on university faculty.

Initiating and implementing the plan for change involves a number of interacting variables (Fullan, 1982). The variables affecting change in higher education may include the need and relevance of change, the clarity of goals and means, the complexity of change required for implementation, the institutional history of innovative attempts, the quality and practicality of the program, the decision-making involved in the adoption process, the time-line and evaluation, staff development and participation, the administrative

support for the innovation, community characteristics, professional relationships among faculty, and external assistance.

Research on innovation and change in higher education suggests that for an innovation to be implemented, it must be "linked" to campus authorities (Baldridge, 1980; Lindquist, 1974). One of the factors affecting administrative support for an innovation is the presence or absence of resources. Institutions with sufficient financial resources, either through grant money or budget surplus, will be more open to innovation (Ross, 1976). The resource base is the main factor determining the outcome of an innovation (Yin, 1978).

Another factor affecting administrative support for the initiation and implementation of an innovation is the prestige of the institution. Within the context of higher education, Solmon (1984) predicted that innovation would most likely occur in low prestige institutions or departments since deviation from expected patterns would not significantly lower prestige, while prestigious institution or departments would have no incentive to innovate. Further, most innovation would occur because of administrative initiative rather than faculty initiative, complying with the notion that administrative support is critical in the innovation process.

An institution which has a clarity of goals and priorities and professional relationships among faculty which allow for collaboration will be more accepting of innovation than one lacking these characteristics (Guskin & Bassis, 1985). Simple change will occur more frequently than complex

change (Levine, 1980) and decision-making that is responsive to ad hoc task forces will be predisposed to innovation (Cameron, 1985). Finally, an innovative program is more likely to be implemented if it is considered to be of a high quality. Conversely, a program that does not exhibit quality will not be implemented (Albrecht, 1984).

Institutionalizing or terminating the innovation is the outcome of the innovation--either success or failure. Levine (1980) describes success as the adoption of the innovation, which ranges from the acceptance of some components of the innovation to the spreading of the innovation characteristics throughout the organization. The acceptance of an innovation has been described by Yin (1978) as the "routinization" of an innovation, whereby the innovation becomes a routine part of the organization.

Failure of an innovation may be defined as the decline in impact that the innovation has on the organization (Levine, 1980). As such, the failure of the innovation may take two forms. Either the unacceptable characteristics of the innovation are changed to adhere to the norms, values, and goals of the host organization, or the organization terminates the innovation.

There may be as many reasons for failure of innovation as there are innovations. Some general predictors of failure, however, have been identified. First, because of the subjective nature of assessing results of an innovation, innovations will fail if potential failure, as well as potential success, is not anticipated (Fincher, 1980). Resistance to an innovation

may be passive in nature and is, consequently, underestimated by the initiator of the innovation (Fincher). If an innovation places unrewarded and unwelcome burdens on key participants in the innovation, or if the political environment of the institution is not considered, the innovation will fail (Baldridge, 1980; Solomon, 1984). Finally, staff turnover within an innovative project will cause the project to fail (Baldridge).

B. Program Evaluation

The literature with respect to program evaluation is staggering in both its volume and its diversity, as confirmed by attempts to define the term "evaluation." Patton (1982, pp. 34-35) grouped the major approaches to evaluation into six broad definitions. Further examination of Patton's scheme reveals that evaluation definitions fall into two categories. The first category, the "process" definitions, view evaluation as a process used to measure the attainment of goals and objectives in a program, to compare two or more programs in terms of costs and benefits, to judge the value of a program, or to solve problems and provide information for making decisions. The second category, the "outcome" definitions, describe evaluation as the application of methods that will ensure an objective assessment or the collection of data to meet the needs of the users of the evaluation. Clearly, no single definition of evaluation is available.

A taxonomy of the major evaluation approaches was designed by House (1980). The taxonomy outlines eight approaches to evaluation by model name, including systems analysis, behavioral objectives, decision-making, goal-free, art criticism, professional review, quasi-legal, and case study. Each model is described according to the major audiences of the model, items of assumed consensus, methodology, outcome of the evaluation, and typical questions posed within the model. An alternative taxonomy of evaluation models used in higher education was designed by Conrad and Wilson (1985, p. 21) in which four models are presented: goal--based, response, decision-making, and connoisseurship. This taxonomy forms the basis of this review.

Goal-Based Models

The focus of goal-based models is the extent to which a given program is meeting its stated objectives. The earliest proponent of this approach was Tyler, who envisioned evaluation as the determination of attained behaviors compared to stated objectives (House, 1980). This approach was further advanced by Provus (1971) in his Discrepancy model, whereby a standard of how a program "should be" is compared to actual characteristics, thus revealing any discrepancy between standards and performance.

According to Provus, the Discrepancy model should proceed in four steps, with an optional fifth stage, as follows:

1. Design--a comprehensive description of the program is established
2. Installation--observations are made regarding the performance of objectives
3. Process--determination of the achievement of objectives is made
4. Product--discrepancy between objectives and performance is identified
5. Product (optional)--comparison of the program being evaluated with other similar programs to ascertain cost-effectiveness

Provus (1972) expanded further the notion of using objectives as the basis for program evaluation by suggesting that evaluators should "encourage the use of instructional objective" and "establish minimum proficiency levels" (p. 71).

The benefits of the Goal-Based models are that they present face-validity and they provide the evaluator with a defined series of steps for conducting the evaluation (House, 1980). The limitations of the Goal-Based approaches vary according to the model. The Tylerian model tends to provide a simplistic view of the program being evaluated while the Discrepancy model, in contrast, is a comprehensive evaluation and thus lengthy and costly to perform (Worthen & Sanders, 1973).

Within the realm of innovative graduate programs, the program objectives may not be entirely congruent with the institutional objectives.

Thus, while a Goal-Based evaluation may indicate that the goals of an innovative program are being met, it is of little use in determining the fate of an innovative program if the institutional goals are ignored.

Decision-Making Models

The focus of Decision-Making models is on the generation of sufficient usable information for determining the worth or effectiveness of a program. The prototype of Decision-Making models is the Context-Input-Process-Product Model, or CIPP, proposed by Guba and Stufflebeam (1971). The CIPP model has not been widely used in higher education program evaluation, although decision-oriented program evaluations in general are used (Conrad & Wilson, 1985, p. 27). Because of the general utilization of decision-making evaluations, the CIPP model is presented below.

The CIPP model promotes the use of four types of evaluation. Context evaluation focuses on establishing goals and objectives for use in planning. Input evaluation is used to focus on various means of achieving the goals and making program decisions. Process evaluation examines the implementation of decisions, and product evaluation develops the information required for making the decision to terminate, modify, or continue a program (Stufflebeam & Guba, 1970, pp. 26-28). The major benefits of this model are that it is sensitive to feedback, holistic in scope, and allows for evaluation at various stages of the program being evaluated (Worthen & Sanders, 1973, p. 215). A significant drawback, however, is that because

the focus of the model is to provide practical information to decision-makers, the evaluator may become a "pawn" of the decision-maker (House, 1980). In evaluating innovative programs, this dimension is critically important since the agenda of the decision-maker be focused on institutional needs rather than program-user needs. Consequently, the program-user needs may be ignored in the evaluation process.

Connoisseurship Models

The connoisseurship model, or art criticism, has been widely used in higher education program reviews (Conrad & Wilson, 1985, p. 27). The model features the use of an educational connoisseur who knows "how to look, to see, and to appreciate" (Eisner, 1985, p. 219). The development of connoisseurship is essential for education criticism, which, according to Eisner, is the illumination of an object's qualities for appraisal purposes. The evaluator in this model must use his or her experience and intuition to judge an educational endeavor.

House (1980) states that one problem with the connoisseurship model is that it assumes stability of the key features of an educational endeavor and bases judgement on the stable features. In contrast, program evaluation is generally focused on change rather than stability (p. 236). The former concept of stability may explain the acceptance of connoisseurship in higher education program reviews since universities tend to be traditional and stable institutions. Thus, while the application of the connoisseurship

model may be appropriate for traditional programs, innovative program may not fair well in this model due to their departure from tradition.

Responsive Models

The category of responsive models is comprised of several different models of evaluation as identified in the House taxonomy. The general focus of responsive models is on concerns and issues of stakeholders, as originally suggested by Scriven's Goal-Free model (Conrad & Wilson, 1985, p. 23). The Goal-Free model has not been widely used in program evaluation (House, 1980, p. 30) but is it useful to examine the tenents of the approach since it represents a departure from the goal-based and decision-making models. Scriven proposed that the unintended effects of a program could be as important as the intended effects and were, consequently, worthy of evaluation regardless of the intended goals (Conrad & Wilson, p. 23).

The responsive approach was defined by Stake (1983) as being oriented towards program activities rather than intents, meeting the needs of the stakeholders, and making use of the value perspectives of the stakeholders in determining program success or failure. Stake's Responsive model uses the same matrix as his previous approach--the countenance of education evaluation (see Worthen & Sanders p. 106-128). The evaluation of the doctoral program in higher education at the University of Georgia, reported by Fincher (1983), is an example of responsive evaluation. The evaluation was a self-assessment, whereby the evaluators surveyed faculty,

students, and alumni to obtain information regarding program characteristics. The assessment was undertaken after a graduate school review committee had reviewed and recommended continuance of the program but had expressed reservations concerning program objectives, structure, and content.

Guba and Lincoln (1983) moved the discussion of evaluation models into the domain of research paradigms--either rationalistic or naturalistic. They use the paradigms to describe the underlying methodologies and assumptions used in various models. Responsive models, according to the paradigm scheme, use naturalistic approaches and view reality as multiple, intangible, divergent and holistic (p. 316). Included in the naturalistic approach to evaluation are methodologies such as interviews, site observations, participant observations, and surveys (Lecompte and Goetz, 1984, p. 40-48).

The strengths of the responsive approaches are the richness of descriptive data and the representation of various points of view (House, 1980, p. 244-245). The responsive approach may be extremely useful in representing the concerns of all stakeholders in innovation program reviews. The drawback of the approach stems from the advantages. Since the approach reveals personal viewpoints and since it is difficult to disguise the originators of divergent points of view, confidentiality becomes an issue (House, p. 245). Furthermore, there exists the potential for creating internal conflict in a program (Worthen & Sanders, 1973, p. 214).

Paradigms were also used by Conrad and Wilson (1985) to categorize evaluation models. They described Goal-Based and Decision-Making models as quantitative and Responsive, and Connoisseurship models as qualitative, while at the same time recognizing that the two paradigms are complementary rather than antagonistic. Other theorists suggest that an evaluator may switch back and forth between paradigms as necessary (Caudle, 1985; Patton, 1982). Qualitative purists may disagree with this approach on the basis that the underlying assumptions of each paradigm mutually exclude the use of methodologies from the quantitative paradigm.

In the final analysis, it may be more useful to consider evaluation from the point of view of standards of quality, as outlined by Stufflebeam and Madaus (1983), than by allegiance to a paradigm. The standards, developed by a committee comprised of individuals from twelve American educational and research organizations, address four attributes of an evaluation as outlined below.

1. Utility Standards--evaluations must serve the needs of the evaluation audience
2. Feasibility Standards--evaluations must be realistic, prudent, diplomatic, and frugal
3. Propriety Standards--evaluations must be conducted legally and ethically

4. Accuracy Standards--evaluations must convey technically adequate information about the features of the object being evaluated (pp 399-402).

On the basis of this analysis, the model chosen for this study can be described as "responsive." The model has been used to focus on the program activities and the perspectives of the stakeholders. Although consideration has been given to the intents of the program, the degree to which the project met its intents is not the sole basis for judging the success or failure of the project. This study was designed to analyze formative issues rather than summative issues. Therefore, the perceptions of the stakeholders were deemed to be of greater value than the project intents.

C. The Graduate Student Experience

The literature related to adult learning can be grouped into six categories (Merriam, 1988), one of which includes adult development theories, the characteristics of adult learners, and motivation and participation of adult learners. This category is the focus of the following section.

Adult Development Theories

Theories of adult development proposed by developmental psychologists attempt to explain the process of change across the life-span by identifying predictable stages of development. Although there is little

agreement regarding specific ages at which the developmental stages occur, several common characteristics or developmental tasks may be derived from current theories.

The stage preceding adulthood, adolescence, is generally considered to continue to about the age of 20. Characteristics of this stage are a desire for independence (Gould, 1975; Levinson. D., Darrow, Klein, Levinson, M., & McKee, 1978; Sheehy, 1976; Stevenson, 1977), occupational preparation (Havighurst, 1979; Stevenson, 1977), and development of an adult identity (Erikson, 1963; Gould, 1975; Havighurst, 1979; Levinson et al., 1978; Stevenson, 1977).

Early adulthood begins in the twenties and is characterized by a desire for competence (Gould, 1975; Stevenson, 1977). At this stage, adults are entering careers and establishing relationships (Erikson, 1963; Havighurst, 1979; Vaillant, 1977). The early adulthood stage continues until about age 40, although some theorists view several stages occurring within this period. Most notable is the transition period at age 30 (Gould, 1975; Levinson et al., 1978; Sheehy, 1976; Stevenson, 1977) which is described as a period of restlessness, dissatisfaction, self-reflection and re-evaluation of commitments and dreams. After this transition period, the decade of the thirties is described as a period of occupational success and advancement and stablility (Levinson et al., 1978; Sheehy, 1976; Vaillant, 1977).

At about age 40, middle adulthood begins. Developmental theorists suggest that the transitional period into middle adulthood is also a period of

crisis (Gould, 1975; Sheehy, 1976; Stevenson, 1977). The characteristics, or tasks, of middle adulthood include giving guidance to younger people (Erikson, 1963; Havighurst, 1979) adjusting to physiological changes (Havighurst, 1979; Stevenson, 1977) renewed interest in and deeper commitment to family (Gould, 1975; Havighurst, 1979; Vaillant, 1977). This may also be a period of disillusionment and despair (Levinson et al., 1978; Sheehy, 1976; Vaillant, 1977).

Late adulthood begins at about age 60 and is described as a stage of adjustment--to retirement and reduced income, to death and loss, and to decreased physical strength and health (Havighurst, 1979; Stevenson, 1977). This may be a period of stability and satisfaction (Erikson, 1963; Levinson et al., 1978) or a period of meaninglessness and alienation (Erikson, 1963).

It is important to note that while adult development theories have implications for adult graduate student development, the theories are not completely accepted within the psychological community. Gilligan (1979) remarked that women have tended to be underrepresented as subjects in the research studies on adult development. Furthermore, there has been a tendency among theorists to either generalize the studies of male subjects to all adults or to study women from the perspective of finding the ways in which they conform or deviate from the male pattern (Balenky, Clinchy, Goldberger, & Tarule, 1986). According to Gilligan, "the failure to see the different reality of women's lives and to hear the differences in their voices

stems in part from the assumption that there is a single model of social expression and interpretation" (p. 173).

Characteristics of Adult Learners

Within the context of higher education, a distinction may be made between traditional students and adult (returning) students (Apps, 1981). Traditional students are those who have enrolled in higher education immediately following high school and range in age from 18 to 22 years. Adult students are those who have pursued higher education after a period of time out of school and are aged 25 or older.

Although adult educators may agree that traditional students and adult students are different, no single profile of the adult learner exists (Cross, 1978). Several general statements may be made, however, that indicate significant differences between the two groups of learners.

Adult learners have more life-experiences and they bring these experiences to the learning environment. Traditional university students, in contrast, have limited life-experience. Adults live multiple roles which place demands on their time, money, and energy (Apps, 1981). For many adult students, the investment of time in a learning activity may be as important a consideration as either money or energy (Kidd, 1973). Consequently, adults may demand that learning activities be relevant to their current life situations rather than possible future life situations.

Developmentally, adult learners differ both from youth and from each

other. An adult's readiness to learn may be oriented to his or her developmental tasks (Knowles, 1970) and he or she may choose learning activities according to those developmental issues. As adults grow developmentally, their degree of self-directedness increases, as does their expectation that learning activities will be self-directed (Apps, 1981). Bureaucracies, such as universities, tend to be rigid and hierarchical, two factors which discourage autonomy (Schlossberg & Chickering, 1989). Consequently, the more self-directed an adult learner is, the less satisfied he or she will be with traditional, institutionally-directed university program (Cross, 1981).

Motivation and Participation

The transition process of returning to school may be broken into three main parts: moving in, moving through, and moving on (Schlossberg & Chickering, 1989). At each stage of the transition, adults have "coping" needs and "mattering" needs--that is, to have a sense of belonging and appreciation.

At the moving in stage, adult learners are searching for a new identity and must learn new competencies to achieve that identity. This learning may be enhanced by the presence of role-models in the university environment.

Many adults find the process of returning to school to be an unfamiliar and bewildering experience (Apps, 1981). The first encounter

most graduate students have with graduate school programs is through the application process. In seeking admission, prospective students are often required to supply detailed information about themselves, including undergraduate transcripts, test scores, personal recommendations from university professors, family background, nonacademic undergraduate activities, and reasons for pursuing graduate education (Hartnett, 1976). Similar information about the graduate program, university department, or faculty members is seldom provided to the student.

To facilitate the moving in stage for adult graduate students, graduate program personnel could provide adequate information for decision-making. This would require an understanding of the nature of entering students. In the field of adult education, Meisner, Parsons, and Ross (1979) found that adult graduate students tended to be female, married, between the ages of 29 and 43, with a background in teaching and education, and pursuing graduate degrees for personal enjoyment and enrichment. Although student profiles are highly changeable, it may be possible to make general assumptions of the information needs of students from current enrollment profiles. Such information could include financial aid available, financial planning, and money management. Orientation workshops would also be useful in providing role models and assistance in dealing with the university bureaucracy.

One approach to dealing with the information needs of adult students suggested by Schlossberg and Chickering (1989) is the implementation of an

entry education centre which would attend to the issues of preadmission counselling, admissions, orientation, financial aid and planning, student employment, educational planning, academic advising, developmental assessment, assessment of prior learning and registration (p. 66).

The greatest amount of research on the experiences of graduate students has been in the moving through phase. From the students' perspective, there are five critical aspects of the university environment which determine student satisfaction with a graduate program and department at the moving through phase (Harnett, 1976). These are as follows:

1. the students' relationship with faculty
2. a sense of community
3. faculty concern for teaching
4. evaluation of student performance
5. the graduate program curriculum

The issue of student relationships with faculty includes both accessibility to faculty and the quality of the relationship. In both components, differences in the relationship are apparent by gender. Married female students are less likely than other students to interact with faculty in general, but especially if faculty are male (Feldman, 1974). Furthermore, faculty members seem to identify more closely with students of their same sex and, consequently, support those students in their academic endeavors (Gappa and Uehling, 1979). Thus, positive role models for female students

in departments with predominantly male faculty are limited. This would be expected to have an impact on female students' relationships with faculty.

Both male and female graduate students, however, tend to criticize their program if faculty are perceived to be inaccessible and distant (Mugler, 1974). This perception is derived primarily from two sources. One source is the reluctance of some faculty to view graduate students as responsible individuals, thus allowing faculty to disregard the ideas and contributions of graduate students. The other is the expectation of faculty that they be treated with reverence by their students (Harnett, 1976). The degree of dissatisfaction with faculty relationships may be influenced by the developmental stage of the individual student.

A sense of community within a graduate program and department may be especially difficult to accomplish if the above attitudes and conditions are present. Certainly, the lack of female faculty contributes to, and confirms for many female students, the idea that academia is a male community (Adler, 1976). Additionally, however, the academic style of adversarial discourse is unfamiliar and incongruent with most female students' preferred style of interaction (Adler, 1976; Belenky et al. 1986). Women generally require confirmation and community as a prerequisite to academic pursuits rather than as a consequence of academic achievement (Belenky et al., 1986). The adversarial style does not lend itself to cooperative modes of learning and, consequently, detracts from the students' sense of community if he or she is uncomfortable with the style.

Compounding this is the ambivalent attitude of some faculty toward their students. If faculty are unclear as to the students' role as colleague or subordinate, students become less certain of their own role (Taylor, 1976). Student participation in departmental affairs, for example, may be resisted by faculty, sending to students the message that students are viewed as subordinates and not part of the community of scholars or academic stakeholders. Not surprisingly, student criticism of their graduate education increases when students feel socially isolated and powerless (Mugler, 1974).

Faculty concern for teaching becomes an issue when considered in light of the reasons why students enter graduate programs. Rudd (1985) discovered that of all the possible reasons for entering graduate education, the three most often reported in his study were devotion to, interest in, or enjoyment of the subject; pursuit of a career in higher education; and a desire to do research or independent exploration. It is not surprising, therefore, that students tend to be more critical of their graduate education when they perceive their professors to be poor instructors or lecturers (Heiss, 1970; Mayhew, 1974).

In addition to quality of instruction, graduate students express greater satisfaction with graduate education when evaluation of their work is perceived to occur in a fair and accurate manner (Hartnett, 1976). Some students, especially women, may prefer evaluation standards to be determined in cooperation between themselves and faculty (Belenky et al., 1986). When students perceive evaluation as being unfair or unreliable,

they often cope with the situation by finding ways to beat the system (Whitman, Spendlove, & Clark, 1984).

Finally, the graduate program curriculum has an effect on how positively students view their education. The general requirements for a master's degree in any field are as follow:

1. Introductory core courses such as foundations, theory, and research methods
2. Specialization courses in a subfield to develop a depth of knowledge
3. Enrichment courses from other departments to develop a breadth of knowledge
4. Field work to develop a synthesis of content, including seminars, practicum or internships
5. A thesis, research project, and/or comprehensive final exam to determine student achievement (Glazer, 1986, p. 17).

Within adult education as a field of study, however, Cameron (1984) found that there was very little agreement among programs regarding the content of core courses, the number of core courses, or other program requirements. Furthermore, the programs differed in name and in the degree awarded upon completion.

In 1986, the Commission of Professors of Adult Education outlined a set of standards for graduate programs in adult education at both the master's and doctoral levels. The curriculum for master's programs in adult

education proposed by the Commission includes core areas of study, including the following:

1. introduction to the fundamental nature, function and scope of adult education
2. adult learning and development
3. adult education program process, including planning, delivery, and evaluation
4. historical, philosophical and sociological foundations
5. an overview of education research

The Commission suggested that the core areas be supplemented by additional study in a concentration area appropriate to the students' needs and goals. In this respect, the Commission suggested that students should seek out appropriate courses and resources in other faculties.

The differences in perception of appropriateness of graduate program curricula appears to be affected by age or life stage and by student motivation of either career pursuits or scholarly pursuits. Students who are motivated by career pursuits and younger students express greater impatience with learning theory, while those motivated by scholarly pursuits and older students express greater desire for learning theory (Katz, 1976). Thus, expressing satisfaction or dissatisfaction with graduate program curricula may have more to do with factors other than the curricula content.

The degree of satisfaction students experience with the above five components may be a contributing or compounding factor in the amount of

stress experienced by students. In general, however, five conditions of the graduate student experience seem to be the source of student stress, as outlined below.

1. Graduate students are adults in every sense of the term but are often treated like children by the universities.

2. Graduate students are often woefully exploited by individual professors, departments or universities, by way of inadequate remuneration for work performed, work loads which almost preclude prompt completion of academic work, or occasional plagiarism by senior professors of students' original work.

3. Graduate students are subject to arbitrary treatment by professors, departments or institutions and have few means of resisting such treatment.

4. Graduate students are often almost totally dependent on their professors or department for a livelihood, for certification as a scholar, and possibly for a future academic position.

5. The role of a graduate student as a teaching or research colleague with a senior professor is often ambivalent. (Altbach, 1970. p. 565)

The resulting sense of powerlessness of students may be further influenced by the student's status--part-time or full-time. The role conflict of knowledgeable practitioner versus student experienced by returning adult students may be more difficult for part-time students to resolve since dual roles exist after graduate education has begun (Juneau, 1984). The greatest degree of stress resulting from lack of power and control, however, occurs during the first year of graduate study since students are typically

fulfilling prescribed degree requirement during that time (Heiss, 1970).

Within the area of academic performance, graduate students tend to be accustomed to academic success in undergraduate work. Consequently, when faced with other academically successful individuals within the graduate school environment, many graduate students experience doubt about their own abilities, thus experiencing increased stress (Halleck, 1976; Lozoff, 1976).

To facilitate the development and retention of adult graduate students in the moving through stage, the following strategies from several sources may be effective:

- institutional vigilance regarding gender issues and age issues
- the identification and creation of options that enable learners to remain in the learning situation
- the encouragement of personal, professional, and academic competencies
- the development of a sense of community for all learners, whether full-time or part-time (Schlossberg and Chickering, 1989, p. 110)
- assistance of building a positive self-image by providing opportunities for success early in the moving through phase (Apps, 1981, p. 50).

Very little literature exists regarding the "moving on" phase of graduate education. Schlossberg and Chickering (1989) suggest that adult students at this phase often face exit barriers, which include situational

barriers, such as lack of employment for older-workers; institutional barriers, such as unavailable advisors and institutional policies; and dispositional barriers, such as a fear of the job market, beliefs that one is too old to enter the job market, lack of confidence, and unrealistic expectations of the job market.

To facilitate students in moving on from their educational programs, Schlossberg and Chickering suggest that programs provide a culminating course to assist adults in integrating their learning and that academic advisors review the student's progress with him or her. In addition, referrals to career planning and placement services and referrals to transition groups should be available for students.

D. Summary

The purpose of this chapter was to review the literature related to the evaluation of innovative graduate programs. The three areas reviewed were innovation and change in higher education, program evaluation in higher education, and the graduate student experience.

A distinction was made between innovation and change. Four types of innovation which may occur in institutions of higher learning as described by Levine (1980) were discussed, and the influence that institutional structure may have on the innovation process was explored. The impact which the university's environments may have on innovation was discussed. Finally, potential reasons for failure of innovations were presented.

The major evaluation models used in evaluating university programs were described. The approaches were categorized into four major categories, including goal-based models, responsive models, decision-making models, and connoisseurship models, and the advantages and disadvantages of each model were discussed. The model used in this study was then framed within the literature and was described as responsive and formative in design.

The graduate student experience was divided into three major categories in literature. Theories of adult development described the process of change across the life-span. The characteristics of adult learners were then described in terms of how adults differ from traditional university students. Finally, the motivation and participation of adults in graduate studies were described at three stages--moving in, moving through, and moving on. Suggestions for facilitating adult learning at each stage were presented.

Chapter 3

DESIGN AND METHODOLOGY

This chapter provides details of the design and methodology of the study, followed by the rate of return of the questionnaires and profiles of both respondent groups.

A. Design of the Study

The study was intended to provide a full description of the nature of the program from the point of view of available stakeholder groups. Components of the study were designed to examine both the process of implementation and the product of the implementation.

Data Collection

Prior to the development of the questionnaire, program documents were analyzed to define the student population in the program. Two documents--the Adult and Higher Education Student Profile prepared by D Chapman and D Brooks and a student occupation matrix prepared by C MacPhail--were used for this purpose. Both documents were based on program data available as of August 31, 1987.

Two questionnaire formats were developed, one for students and one for faculty (see Appendix A). The student questionnaire was preceded by an analysis of program documents regarding the students' backgrounds prior

to program entry. The document analysis provided guidance in preparing Part A of the student questionnaire, which focused on background information of respondents.

Part B of the questionnaire was based on the self-assessment of the doctoral program in higher education at the University of Georgia (Fincher, 1983). Program characteristics from the self-assessment were adapted to be applicable to the master's program in Adult and Higher Education at the University of Alberta. The categories of variables were: (1) the learning environment, (2) scholarly excellence, (3) quality of teaching, (4) faculty concern for students, (5) student commitment, (6) research, and (7) relevance to employment. Students were asked to rate not only the occurrence of variables but also to rate the importance of variables to them as graduate students.

Part C of the questionnaire was derived directly from the research questions guiding the study, specifically Set 3, Questions 1 and 3. The intention was to provide some insight regarding how effectively the program was meeting the students' needs from their point of view.

Part D was structured following the Standards for Graduate Programs in Adult Education established by the Commission of Professors of Adult Education. This would allow for comparison of the University of Alberta program to external standards.

The faculty questionnaire was designed in a manner similar to that used for the student questionnaire. Part A asked for background information

of the respondents and Part B focused on the faculty teaching and advising load. Both sections were based on the standards developed by the Commission of Professors of Adult Education.

Part C of the faculty questionnaire asked parallel questions to Part B of the student questionnaire. This allowed for some comparison between student and faculty responses in the area of importance and occurrence of program variables. Part D of the faculty questionnaire was derived from the research questions, Set 3, Question 1 and 3.

Both the student and the faculty questionnaire allowed room for respondents to provide clarification of responses, in addition to circling a rating number.

Pilot-test of the Questionnaires

The student questionnaire was pilot-tested with five students from the Department of Industrial and Vocational Education who were familiar with the Adult and Higher Education program but were not enrolled in the program. The faculty questionnaire was pilot-tested with two faculty members from the Faculty of Education who were not involved with the program. In both cases, modifications were made to the questionnaires to improve the construction of some questions and to ensure ease of response. The time required to complete the questionnaire was about 30 minutes.

Administration of Questionnaires

The questionnaires were distributed to students and faculty on March 21, 1988. All faculty questionnaires were hand delivered to the home departments of the faculty involved. The student surveys were distributed in several different ways. Prior to distribution, off-campus and part-time students (27) were telephoned to determine how they preferred to receive the questionnaire. Sixteen questionnaires were sent through Canada Post, 15 questionnaires were hand delivered to students, six questionnaires were given to students in night classes by their professors, and 19 were left in student mailboxes.

After the return date of March 31, 1988, non-responding students were contacted in their classes or by telephone.

Included with the questionnaires was a personally addressed cover letter (see Appendix B), a separate response mailing form, and two addressed return envelopes. In the case of questionnaires sent through the mail, the envelopes were also stamped with return postage.

Administrator Interviews

An interview schedule was used for interviews with program administrators. The questions for the interviews were taken directly from the research questions guiding the study. The administrators were asked to respond to all of the questions in Set 2 and to questions 2 and 3 in Set 3.

The responses to the questions were recorded in note form rather than tape recorded.

Respondent Samples

The student respondent group consisted all students registered in the program during the 1987-88 term, a total of 56 students. The faculty respondent group consisted of faculty members who had taught core courses or courses recognized as optional courses for Adult and Higher Education students, for a total of 18 faculty respondents. Four program administrators were interviewed.

Data Analysis

All data were key-punched on 80 column computer cards for analysis. The data were then subjected to the following statistical procedures using the Statistical Package for the Social Sciences (SPSS):

1. frequencies of responses for both students and faculty
2. cross-tabulations of importance of variables by occurrence of variables for both students and faculty
3. cross-tabulations of student responses by the variables of reason for entering the program, previous degree of B.Ed., age, gender, and registration status
4. t-tests of faculty and student mean responses to questions of program variables

5. t-tests of student mean responses to program variables according to groups, including male versus female responses, and B.Ed. and/or certificated teachers versus other students
6. analysis of variance of student mean responses to program variables according to age--under 35 years, 35 to 44 years, and 45 years or older

B. Rates of Return

The rates of return of both the faculty and student respondent groups are represented in Table 3.1.

Table 3.1

Questionnaire Return Rates

Respondents	Surveys Distributed	Usable Returns	Non-Returns	Usable Returns
Students	56	48	8	85.7%
Faculty	18	13	4	72.0%

On March 1, 1988, the original deadline set for returns, 29 student surveys (51.7%) and ten faculty surveys (55.5%) had been returned. After follow-up, total student returns equalled 48 (85.7%) and total faculty returns equalled 14 (77.7%). One of the faculty surveys was not usable because the respondent did not feel sufficiently involved with the program to answer the questions, and one non-respondent phoned to express the same concern.

C. Description of Respondents

This section describes the characteristics of the student respondents compared to the program student population, followed by a description of the faculty respondent group.

Program Student Characteristics

The characteristics of the program student population are based on data compiled from program records by departmental staff as of August 31, 1987. All students registered in the program to that date were included (N=60). The population, surveyed in March 1988, was comprised of all students registered in the program in Terms 1 and 2 1987-88. The respondent group (N=48) represented 86% of the population surveyed. Table 3.2 indicates that the respondent group is typical of the total program population.

Table 3.2

Nature of Program Population and Survey Respondents

Group	Age			Gender		Previous Degree		
	<35	35-44	45+	M	F	BEd	BScN	Other
Population[1]	33%	48%	18%	25%	75%	32%	19%	49%
Respondents[2]	27%	54%	19%	19%	81%	31%	16%	53%

[1]age at time of admission N=60
[2]age at time of survey N=48

Further details of the respondent group are reported in tables 3.3 and 3.4. The majority of students in the respondent group were between the ages of 35 and 44, as indicated in Table 3.3. Female students outnumbered male students by a ratio of four to one. Only 31% of the respondents held BEd degrees. The next most common degree was a BSc (Nursing) degree. About half of the students also held teaching certificates. Sixty percent of the students completed their previous degree before 1980. The registration status of the group was equally divided between full-time and part-time registration. Reasons for entering the program were predominantly professional development (54%), followed by career development (25%) and career entry (19%).

Crosstabulations were performed between reasons for entering the program by registration status, age, gender, previous degree, year of

Table 3.3

Percentage Distribution of Student Respondent Characteristics

Characteristic	Distribution		
Age	<35	35-44	45+
	27%	54%	19%
Gender	M	F	
	19%	81%	
Previous Degree	B.Ed.	B.Sc.N	Other
	31%	16%	53%
Certified Teacher	Yes	No	
	52%	48%	

Year of Previous Degree

1960-65	1966-70	1971-75	1976-80	1981-85	1986-87	Not-Stated
4%	8%	15%	23%	27%	6%	17%

Registration by Term	1985-86			1986-87			1987-88	
	F	W	SS[1]	F	W	SS	F	W
Full-time	38%	44%	63%	57%	49%	46%	49%	51%
Part-time	62%	56%	38%	43%	51%	54%	51%	49%
Total per term	13	16	16	23	54	26	47	41

Reason for Entering Program

Career Entry	Career Advancement	Professional Development	Unstated
19%	25%	54%	2%

[1] F Fall Term (Sept.-Dec.)
W Winter Term (Jan.-Apr.)
SS Special Sessions (May-Aug.)

completion of previous degree, and teaching certificates. Significant contingencies in chi-square at the .05 level were found only in the case of reason for entering the program by registration status. Students who entered the program for the purpose of career entry more frequently registered as full-time students while those students motivated by professional development more frequently registered as part-time students. Students motivated by career advancement showed greater variability in registration status, registering full-time or part-time depending on the school term.

The respondents presented a wide variety of career experience prior to entering the program, the most common being school teacher, administrator, and curriculum developer, as indicated in Table 3.4. About half of the students entered the program from an adult education-related job.

Table 3.4

Primary Career Roles of Student Respondents
Prior to Entering the Program

Career Role	N[1]	Percent of Respondent Population
Public School Teacher	21	44%
Nursing Instructor	13	27%
English as a Second Language	7	15%
Adult Basic Education	8	17%
Adult Literacy	4	8%
Curriculum Developer	16	33%
Other Instructional	15	31%
Librarian	4	8%
Nurse	9	19%
Administrator	18	38%
Social Worker	2	4%
Clerical Worker	5	10%
Other Non-Instructional	18	38%

[1] Multiple Selections Permitted

In summary, the typical graduate student in the Adult and Higher Education program could be profiled as a female between the ages of 35

and 44, who has completed a BA or BSc degree between the years 1976 and 1985. She has had teaching experience and entered the master's program in Adult and Higher Education to improve her competence in her present job.

Faculty Respondent Group Characteristics

Of the 18 faculty members surveyed, 13 responded to the survey. Although the program had only been in existence for three years, faculty involvement in Adult and Higher Education as a field of study preceded the official program. Over half of the respondents reported having taught Adult and Higher Education courses at the graduate level for more than six years (see Table 3.5).

The respondent group reported advising a total of 20 thesis students from the Adult and Higher Education program. Two faculty members were each advising five students and one faculty member was advising four students. Thus, three faculty members were advising 70% of the thesis students reported by faculty.

Only one faculty member (7.7%) reported working full-time in the program. The rest of the faculty respondents worked half-time or less in the program. The majority of faculty assessed the workload devoted to the program as being about the right amount of work. Over half of the respondents felt that the workload in the Adult and Higher Education program had little impact on their other work.

Table 3.5

Percentage Distribution of Faculty Respondent Characteristics

Characteristic	Distribution					
Years of Teaching Graduate Courses in Adult Education						
	2 or less	3-5	6-10	11+		
	30.8%	15.4%	23.1%	30.8%		
Number of Adult and Higher Education Students Advised						
	0	1	2	3	4	5
	34.4%	31%	8.6%	0%	8%	15%
Faculty Workload Devoted to Program						
	Less than One-Quarter	About One-Quarter	About Half-time	Full-time		
	38.5%	15.4%	38.5%	7.7%		
Assessment of Workload						
	Too Light	Too Heavy	About Right			
	7.7%	15.4%	76.9%			
Impact of Workload on Other Work						
	Little Impact	Work Suffers	Work Enhanced			
	53.8%	23.1%	23.1%			

In general, the faculty respondent group represented a mixture of both experienced professors in the field of adult and higher education (11 years or more) and professors who were relatively new to the field (two years or less). The advising of students reported by faculty indicated that three of the professors were shouldering the majority of the workload. Regarding faculty workload devoted to the adult and higher education program, the majority of faculty reported that half of their workload or less was devoted to the program and that this workload was about the right amount of time in their estimation.

Chapter 4

DATA FROM DOCUMENTS AND INTERVIEWS

In this, the first data chapter, information derived from program documents and administrator interviews are presented within the framework of antecedents, transactions, and outcomes.

A. Antecedents

The evaluation questions which formed the basis for review of the project antecedents were as follows:

1. What were that major factors which led to the development of a master's program in Adult and Higher Education?
2. What conditions defined the parameters of the innovative project?

An extensive history detailing the development of the adult and higher education program, written by Prendergast (1987), provided the basis for studying the antecedents of the program. It was clear from the Prendergast study that demand for the program came from both within the university community and from outside the university setting. For the purposes of this study, the discussion of antecedents will commence with "The Final Initiative" (Prendergast, 1987).

In June, 1981, a proposal for an MEd degree in postsecondary education was submitted to the Dean of Education by Dr A Konrad,

professor in the Department of Educational Administration and Co-ordinator, Centre for the study of Postsecondary Education. The proposed program was intended for "instructors, administrators, and support staff in postsecondary non-university institutions (vocational centres, technical institutes, colleges and universities) as well as for professionals working with adults in non-institutional settings" (Konrad, 1981). In scope, the program was to be "broader than what traditionally has been referred to as adult education" (Konrad, 1981).

The submission of the proposal was followed by a long delay, during which time the Centre for the Study of Postsecondary Education was closed due to fiscal restraint. An informal response to the proposal was eventually given to the University of Alberta by Advanced Education, followed by a formal response in December 1983. Advanced Education authorized the University of Alberta to offer the program but there was to be no money available for the program. Funding was, however, available for innovative projects. With this in mind, the Dean of Education sent a letter of intent in March 1984 for a project called "Program Renewal in Graduate Education." Advanced Education did not accept the proposed project as an innovative project. The proposal was subsequently revised and re-submitted to Advanced Education for Innovative Projects funding. A summary of the essential features defining the parameters of the innovative project is presented below:

PROGRAM RENEWAL IN GRADUATE EDUCATION
PROJECT PROPOSAL SYNOPSIS

DIMENSION I — Introduce a new structure and new administrative arrangements for the Master's program in Adult and Higher Education.

Solutions:

1. administer through the Dean's office, Faculty of Education

2. establish an Advisory Committee on Adult and Higher Education composed of representatives of the departments which will be providing the specialization (concentration) courses

3. students will be admitted to and be registered in the department which offers the particular specialization. Program approval and completion will be channelled through the Office of the Dean rather than directly to FGSR from the departments.

DIMENSION II — Establish relationships with representatives or organizations and agencies whose support is critical to the success of the new program.

Solutions:

1. identify the institutions, agencies, and organizations which are likely to be a source of students and to employ graduates of the program.

2. these organizations will be invited to become members of a supportive network and to participate in planning, development and evaluation activities through conferences and seminars, individual consultation, and other forms of communication.

DIMENSION III — Flexibility and individualization will not only be desirable, but an essential component of the program, while maintaining some general features of program requirements (i.e. develop a distinctive orientation for the program with a problem solving focus).

Solutions:

1. students will become familiar with issues and problems which confront developments in adult and higher education especially through an interdisciplinary

seminar on policies and practices in Adult and Higher Education in Alberta

2. problem solving orientation will be developed further through a research project (i.e. thesis or project) with action research methodology

3. developmental work will be undertaken to design a course or courses with an action research orientation

The Dean of Education stated that "perhaps the most significant of the three components of the project relates to the experimentation with new program emphases and new modes of providing access to programs" (Patterson, 1985, p. 8). Particular attention was to be given to designing the implementation of the program in the following areas:

1. innovative approaches related to work and study

2. exploiting the potential of available technology for distance education

3. individualizing programs of study

4. developing the basis for an interest in continued professional development

In April 1985 the University of Alberta received approval and funding for the project. The terms of the project were specified as follows:

1. The parameters, as outlined above, were accepted as the basis of the project.
2. The term of the project was to be three years in length.
3. The total cost of the project was to be $388,000 with the University of Alberta contributing $182,600 and the Innovative Projects Fund

granting up to a maximum of $205,400.

4. A schedule for submitting reports was established as follows: Phase I Report--July 1986; Phase II Report--July 1987; and Phase III Report--July 1988.

5. If the formal project proved successful, the University was to maintain the level of financial support necessary to sustain the Master in Education Degree in Adult and Higher Education.

With the project approved, the Faculty of Education and the Faculty of Graduate Studies began processing applications from students in July 1985. By September 1985 seven students had been admitted to the program and had commenced their programs of study.

B. Transactions

The questions guiding the study of project transactions are listed below.

1. What was the nature of the program as implemented?
2. What was the process of implementation?
3. What factors served as facilitators, and what difficulties were encountered in implementation?
4. To what extent have innovative approaches been used in the instructional and administrative components of the program?

With the admission of students to the program, the intended dimensions and solutions of the innovative project were put to the test. Of

immediate concern was Dimension I, Solution 3, which stated that students would be admitted to, and registered in, the department offering the student's particular area of specialization. It became apparent that this procedure was complex and problematic. It required a great deal of coordination and cooperation between the departments. The program administrators opted for an alternate approach whereby the students were admitted to the Faculty of Education as the administrator of the program. The program was operated in much the same manner as programs in non-departmentalized faculties. The Associate Dean (Research and Graduate Studies) assumed the duties ordinarily assigned to a department chairman with respect to the Adult and Higher Education program.

An advisory committee was established consisting of 13 faculty members who had a research or teaching concern within the area of Adult and Higher Education. The advisory committee functioned in an ad hoc manner. It was a diverse group with divergent opinions about the program. Lacking a clear mandate, the advisory committee spent much time debating the nature of the program. Through the advisory committee, three sub-committees were formed to address the areas of course development, program delivery, and liaison activities.

The program was advertised in a very limited fashion. In spite of this, student applications were plentiful. In the first year of operation, nine full-time students pursued studies in the program (see Appendix C--Program Descriptions) and eight part-time students enrolled in the program. In

addition, seven students were admitted for the Special Session 1986, followed by 10 admissions for the Fall Term 1986. The total number of students admitted during the first year of operation was 34. With the overwhelming demand for space in the program and the subsequent high enrollments which exceeded expectations, the program placed increased demands on the participating departments.

The most noteworthy outcome of the first year was that a program in Adult and Higher Education was established. This was largely due to the cooperation of various faculty members, university administrators, and support personnel. The strength of the program stemmed from the ability of the university personnel involved to adapt the project plans to the changing environment--most especially the influx of students.

Phase II of the implementation--year 2 of the program--saw a leadership change. The term of office of the Associate Dean (Dr E Miklos) expired, and Dr J Small was seconded part-time from the Department of Educational Administration to serve as Coordinator of the Adult and Higher Education Program. Other aspects of the project proposal were attended with respect to Dimensions II and III of the innovation. Three committees were formed to address Dimension II. The first committee, the General Advisory Committee, consisted of representatives of the program student body, the Faculty of Education, and the Faculty of Extension as well as members from the community of Adult Educators. The second committee, the Policy and Administration Committee, consisted of faculty members from

the six participating departments. The focus of the committee was on facilitating the interdepartmental aspects of the program. The third committee, the Student Advisory Committee, consisted of all students in the program. The committee functioned to address issues of concern to the students.

Year 2 of the program also benefited from the introduction of a research associate who undertook preliminary work regarding the development of action research courses and problem solving orientations for the program. In addition to addressing Dimension III, the program developed further in areas of course offerings, course scheduling, and information dissemination in the form of a newsletter.

A special problem relating to the human element of the program arose in year 2. With the larger than anticipated enrollment of 34 students, it became difficult to accommodate student needs in areas of study space, financial support and academic support. The participating departments made available what space they had to the program students, and an area in the basement of Education South was assigned to the program. This area provided study space for nine students. The Faculty of Education made funds available for graduate assistantships. The participating departments added sections of courses to absorb the increased number of students enrolled in courses and provided academic support in the form of research advisors for students in the program. Overall, the student body

became a cohesive and supportive group during phase II of the project in spite of the diverse nature of the group.

Phase III commenced with the placement of the program into the Department of Industrial and Vocational Education under the chairship of Dr A Konrad. As may be expected with any major change, the human element of the move was fraught with dislocation and re-orientation. This was particularly evident within the student group. Twenty-one additional students had been admitted during the Special Session for 1987, with an additional 16 students processed for the Fall term 1987. At the time of the move, there were 55 students in the program. For the students continuing from years 1 and 2, the move to a department was seen as a loss of autonomy. These students anticipated reduced flexibility in their programs and reduced status. Furthermore, the Adult and Higher education students were aware of the changes occurring within the department of Industrial and Vocational Education with respect to the selection of a new chairman. Generally, students perceived the move negatively.

The chair of the department contributed greatly to the smooth integration of program students into the department. Students were invited to participate with the selection of a new faculty member for the department. A new faculty member with a specialty in adult education was subsequently added to the Department of Industrial and Vocational Education. Additional study space in the department was made available for program students and graduate assistantship funding was increased. All of these factors helped to

ease the transition from the Dean's Office to the Department of Industrial and Vocational Education.

During the third year of implementation, two faculty retreats were held to pursue program review and development. The result of these retreats was a revised program description which was distributed to students in April, 1988. Students were given the option of adhering to the original degree requirements or following the new program. Another development which became public in April 1988 was the introduction of a part-time study program to be in effect September 1988.

During the three phases of implementation, various factors served to facilitate the process. Among the facilitating factors were the strong leadership of three program coordinators; and the patience and sensitivity of students. These, combined with strong support from various groups, including the university administration, department chairmen and teaching faculty, the Faculty of Graduate Studies and Research and professional groups of adult educators assured the initial success of the program.

Difficulties of implementation, however, stemmed from some of the same facilitating factors. There was, and still is to an extent, a misunderstanding about the nature of the program. This created difficulties between the program and the Faculty of Graduate Studies and Research. While FGSR was supportive and instrumental in accelerating bureaucratic support for the program, it also created difficulties by vacillating on decisions. FGSR was concerned with the quality of the program, and since

the innovative project did not yet have a history, FGSR saw a need to police the program.

The nature of the program created difficulties with participating faculty members. The diversity of views of the program made coordination difficult. This, however, also served to strengthen the program because all views were aired and considered.

The limited resources did nothing to ease implementation. It was suspected that support for the program would have disappeared if the participating parties perceived the program as a threat to their resources. Consequently, enrollment had to be restricted.

In spite of the difficulties, and to an extent because of the difficulties, the program was truly innovative in some areas. The funding situation forced the creation of a program out of existing courses through reorientating the faculty resources. The high enrollment and the strain this put on existing courses created the need for the program requirements to be flexible. Alternate courses from various departments within and outside the faculty were accepted as meeting degree requirements.

C. Outcomes

With respect to outcomes of the program up to the time of the study, the administrators were asked to determine the greatest strengths and weaknesses of the program and to specify their level of satisfaction with the program. Cited as strengths of the program were the following:

1. The quality and diversity of students and the esprit that developed among the students led to an atmosphere of mutual support.
2. The interdepartmental and interdisciplinary nature of the program allowed for a broad perspective of adult and higher education as a field of study.
3. The flexibility of program requirements, while adhering to the structure, content, and notion of a core of studies allowed students to select a program to meet their needs.

The weaknesses of the program were to some degree related to the strengths of the program as follows:

1. The diversity of students contributed to a lack of identity within the program.
2. The interdepartmental nature of the program required a high degree of cooperation between departments. The co-ordinator could not direct the resources of the participating departments and had little control over the staff assigned to teach within the program.
3. The flexibility of the program led to a lack of standard operating procedures within the program. This contributed to a lack of program identity.
4. Resources for the program were scarce. There was a shortage of funding for the program, and financial support for students was limited. Physical space was also a problem, with student study space at a premium. Students were not located in one common area but

rather were spread throughout the building.

In describing the effectiveness of the program in meeting the original intents, one administrator stated that at a very basic level, the program had met its intents because there was a graduate program in Adult and Higher Education in existence. With respect to more specific intents, however, all four administrators believed that the program had achieved only some of the intents to a minor degree and other intents had not been achieved at all.

The administrators' levels of satisfaction with the program ranged from highly satisfied to not very satisfied. The administrators expressed satisfaction with the level of enrollment and the quality of students in the program. All administrators expressed concern over the future developments of the program. It was felt that the program required more courses, more staff, and more attention to the needs of non-traditional students. One administrator expressed disappointment with the degree of innovativeness in the program, stating that while innovativeness may not have been feasible, perhaps those involved with the program had not tried hard enough to achieve the innovative features. The one administrator who stated that he was not very satisfied with the program as implemented believed that the program was as good as, or better than, many other master's programs at the University of Alberta. His dissatisfaction was with the lack of innovation within the program and not the quality of the program itself.

D. Summary

The program antecedents, transactions, and outcomes were examined in this chapter. The data were derived from program documents and administrator interviews.

The major factors which led to the development of the graduate program were a demand for the program from inside the university and outside the university environment and from provincial funding for the innovative project. The transactions included a change in program leadership in each of the three years of the project, a change in program location from the Dean's Office to the Department of Industrial and Vocational Education, and an explosion in program student population.

Program outcomes were discussed in terms of program strengths, weaknesses, and administrator satisfaction. The factors related to program strengths and weaknesses were the diversity in student characteristics, the interdepartmental nature of the program, flexibility in program requirements, and program resources. Each factor contributed to both strengths and weaknesses. Satisfaction with the program from the point of view of program administrators was described as a general satisfaction with the program, although concerns over the future of the program and the conservative nature of the innovation were expressed.

Chapter 5

QUESTIONNAIRE DATA

In this chapter, information derived from the student and faculty questionnaires is presented. This is followed by a comparison of student and faculty responses to parallel questions.

A. Student Responses

Student responses are presented and discussed in the categories of student goals, program stress factors, general program characteristics, academic aspects of the program, and administrative aspects of the program.

Student Goals

The students' self-reported clarity and stability of goals are presented in Table 5.1. Most students rated clarity of their goals on entering the program as "medium" or "high." Likewise, most students rated the stability of their goals as "medium" or "high," Twenty-one students commented on their goals at the time of entering the program. In describing the stability of their goals, 14 students provided comments. Of these, two students reported that their goals had not changed at all and one student reported that her goals had changed completely. About half of the students who

Table 5.1

Self-Reported Clarity and Stability
of Student Goals

Variable	Rating low 1-2	medium 3-5	high 6-7	Mean
Clarity of Goals when Entering Program	4	17	27	5.3
Stability of Goals During Program	2	20	26	5.1

commented (11) described their goals in terms of program product (a Master's degree) and its usefulness in career advancement. The other half of the students who commented (10) described their goals in terms of program content and concentration area. The other 11 comments related to changes in research interests (two comments), timelines for completing degree requirements (two comments), and focus of goals (seven comments) while maintaining the overall direction of their goals.

Program Stress Factors

Respondents were asked to rate the frequency of difficulty encountered in various areas while in the program (Table 5.2). Generally, low levels of difficulty were reported by the students, although all areas presented difficulties for some students. One notable exception was in the area of "academic stress," in which 52% of students reported some degree

of difficulty and 29% of students reported a high degree of difficulty.

Table 5.2
Frequency Distribution of
Program Related Difficulties
(N=48)

Difficulty	Degree of Difficulty			Mean
	Low 1-2	3	High 4-5	
Finance	20	16	12	2.6
Dependents	28	14	6	2.1
Living Accommodations	42	2	3	1.4
Study Space at Home	36	7	5	1.8
Personal Relationships	21	15	11	2.5
Academic Stress	9	25	14	3.1

It is noteworthy that the two other variables which received eleven or more ratings in the "high" range--finance and personal relationships--are closely related to stress. It is likely that difficulties with finances and difficulties with personal relationships contributed to, and were in turn exacerbated by, academic stress.

General Program Characteristics

Part B of the student survey presented 28 variables relating to graduate study. The respondents were asked to rate the importance and the occurrence of each variable in the program on a five-point scale from very unimportant (1) to very important (5) and from clearly lacking (1) to clearly evident (5) (see Table 5.3). All of the listed characteristics were viewed as important or very important by over 80 percent of the respondents, except for "faculty-student interaction outside class," which was rated as important or very important by only 56% of the students.

In the case of occurrence, much greater variability of response was shown. The responses were, however, generally positive. In the case of 21 of the 28 variables, over fifty per cent of the respondents rated occurrence as high or very high. Two variables were rated as clearly lacking--procedures for selecting an advisory committee and arrangements for consulting with faculty. One possible reason for this perceived lack of clarity may be that arrangements for the establishment of a research advisory committee were made towards the end of the students' program, during the research phase, and many of the respondents had not yet reached that point in their program.

Table 5.3

Student Perceptions of General Program Characteristics

	Importance		Occurrence	
	Mean	SD	Mean	SD
LEARNING ENVIRONMENT				
Program encourages different scholarly views.	4.43	0.89	3.29	1.14
Mutual respect between students and faculty.	4.60	0.91	3.56	1.27
Team effort among students and faculty in meeting program goals.	4.29	.99	3.21	1.10
Mutual support among students in meeting academic demands.	4.10	1.03	3.72	1.06
Faculty members receptive to new ideas and ways of doing things.	4.33	0.99	3.06	1.17
SCHOLARLY EXCELLENCE				
Program provides stimulating intellectual environment.	4.54	0.89	3.63	1.25
Students exhibit high degree of scholarship and ability.	4.12	0.92	3.97	0.94

Table 5.3, Continued

	Importance		Occurrence	
	Mean	SD	Mean	SD
Faculty members exhibit high degree of scholarship and research ability.	4.20	0.94	3.80	1.02
QUALITY OF TEACHING				
Faculty members well prepared to teach courses.	4.56	0.87	3.37	1.19
Evaluation procedures fair and appropriate.	4.51	0.97	3.37	1.12
Faculty members constructively criticize students' work.	4.41	0.89	3.51	1.15
Faculty members aware of new ideas.	4.48	0.88	3.70	1.15
Faculty members generally helpful.	4.54	0.89	4.21	0.75
Teaching methods appropriate for students in the program.	4.45	0.96	3.12	1.36
Overall quality of teaching is high.	4.54	0.87	3.23	1.18
FACULTY CONCERN FOR STUDENTS				
Faculty members interested in students' welfare and professional development.	4.27	1.06	3.63	1.04
Opportunities exist for faculty-student interaction outside class.	3.47	1.11	3.38	1.03

Table 5.3, Continued

	Importance		Occurrence	
	Mean	SD	Mean	SD
Faculty members accessible to students.	4.50	0.79	3.74	1.09
Faculty-student communication exists regarding student needs, concerns, and suggestions.	4.27	0.96	3.63	0.98
Overall faculty-student relations are good	4.35	0.81	3.95	0.93
STUDENT COMMITMENT				
Students demonstrate enthusiastic involvement with the field in informal discussions.	4.10	0.99	3.93	0.84
Students handle course assignments with care and responsibility.	4.18	0.98	4.14	0.78
RESEARCH REPORT				
Integration of thesis/ project research and course-work exists.	4.19	0.99	3.47	1.16
Students have freedom in choosing research topic.	4.47	0.96	4.28	0.83
Formal and informal arrangements for consultation with faculty.	4.47	1.06	2.87	1.34
Procedures for selecting committee members are clear.	4.25	1.04	2.68	1.20

Table 5.3, Continued

	Importance Mean	Importance SD	Occurrence Mean	Occurrence SD
RELEVANCE TO EMPLOYMENT				
Required courses are useful for present or anticipated employment.	4.25	1.12	3.19	1.32

Academic Aspects

The student ratings of academic aspects of the program appear in Table 5.4. All variables were rated above 4, the midpoint of the scale. Except for "availability of concentration," more students rated the variables as medium than either high or low.

Table 5.4

Academic Aspects of Program

Variable	Rating low 1-2	Rating medium 3-5	Rating high 6-7	Mean
Program Flexibility	6	25	17	4.5
Adequacy of Core	6	30	8	4.3
Availability of Concentration	7	17	20	4.6
Adequacy of Concentration	5	20	16	4.5
Adequacy of Research Courses	2	20	11	4.9
Relevance of Research Courses	3	19	11	4.5

Of the 26 comments regarding program flexibility, seven were related to the concept of a specified core. An extreme point of view from one student regarding the program core was expressed as follows:

> I would prefer to have been able to design my own program and seek approval for it, rather than with taking courses which had little or no relevance to me. It felt as though the department did not believe I was a self-directed learner and insisted on my going through a number of hoops.

Eight students clarified their rating of program flexibility by commenting in a "yes and no" fashion. Positive comments were made relating to administrators and other personnel involved with the program, while negative comments were made relating to administrative details such as course scheduling, residency requirements, and qualifying course requirements.

Twenty-three students commented on the adequacy of the program core, describing it as lacking in the areas of adult teaching methodology, program development, and program evaluation. In the area of concentration courses, 12 of the 19 students who provided comments described course selection as highly flexible and responsive to their needs, while one student commented that she did not believe in specialists in the field of Adult Education and was, therefore, not concerned with concentration course availability. Concentration courses were described as lacking in availability by four students. Two students were not satisfied with the selection and scheduling of courses in spring and summer session. The attempts of the program administrators to cater to the needs of the part-time students

created some difficulties for some full-time students, which may explain some of the negative comments regarding course scheduling.

Eleven comments were provided by students regarding the adequacy of research courses. Eight students commented that the courses were too narrow in scope, and some suggested that separate courses be provided for qualitative and for quantitative methodologies. Two students stated that the experience gained through research assistantships combined with research courses provided an excellent foundation for their own research.

Administrative Aspects

Students were asked, in Part D of the survey, to provide information and comments on program components listed as physical resources, financial resources, communication, course scheduling, program orientation, extracurricular events, and advisement as listed in Table 5.5. About half of the program students requested and received study space. Of those who received study space, over half of reported that the study space was a good working environment, and all of the study spaces had a telephone available. Student reported usage of room B-28 (student offices and meeting room), the computers in room 648, and the MTS system was lower than for other physical resources. In these three areas, the majority of students reported not using the resources.

With respect to financial resources, 14 of the 48 students applied for a research assistantship and 11 of the 14 received an assistantship. The assistantships were rated in the medium to high range in terms of academic

Table 5.5

Student Rating of Administrative Aspects of Program

	Yes	No	Mean[1]
Physical Resources			
Requested Study Space	28 (58%)	20 (42%)	
Received Study Space	25 (52%)	23 (48%)	
Good Working Environment	16 (59%)	9 (41%)	
Available Telephone	25 (100%)		
Used B-28	18 (38%)	30 (62%)	
Used Computers in 648	10 (21%)	38 (79%)	
Used MTS	13 (27%)	35 (73%)	
Financial Resources			
Applied for Assistantship	14 (30%)	34 (70%)	
Received an Assistantship	11 (27%)	37 (73%)	
Assistantship Useful Academically			5.5
Assistantship Interesting			5.8
Appropriate Time Demands			5.0
Applied for Scholarship	11 (23%)	37 (77%)	
Received Scholarship	2 (5%)	46 (95%)	
Applied for Research Grant	1 (2%)	47 (98%)	

Table 5.5, continued

	Yes	No	Mean[1]
Received Research Grant	0 (0%)	48 (100%)	
Applied for Computer Account	13 (27%)	35 (73%)	
Received Computer Account	13 (30%)	35 (70%)	
Orientation			
Attendance	39 (81%)	9 (19%)	
Usefulness			5.3
Attendance at Extra-Curricular Activities			
Program Social Functions	20 (42%)	28 (58%)	
Formal Seminars	28 (58%)	20 (42%)	
Informal Brown Bag Seminars	22 (46%)	26 (54%)	
Adult Education Network	16 (33%)	32 (77%)	
Appropriateness of Advisement[2]			
Admission to Program	41 (93%)	3 (7%)	
Course Selection	36 (85%)	7 (16%)	
Selecting Advisor	23 (72%)	9 (28%)	
Proposal Development	22 (85%)	4 (15%)	
Proposal Approval	15 (79%)	4 (21%)	
Ethics Review	12 (71%)	5 (29%)	
Research Implementation	14 (78%)	4 (22%)	
Preparation of Thesis/Project	9 (69%)	4 (31%)	

[1]Seven-point Scale
[2]Only if assistance requestedusefulness, interest, and appropriateness of

time demands. Other financial resources received less attention from students. Eleven students applied for, and two received, scholarships. Only one student applied for a research grant and no students received grants. Thirteen students applied for, and received, a computer account.

The student orientation was attended by the majority of students. The rating of usefulness of the orientation was in the medium to high range. Less than half of the students reported attending program social functions, informal brown bag seminars, and adult education network meetings. More than half of the students reported attending formal seminars. It is interesting to note that the variable "Opportunities exist for faculty-student interaction outside class" listed in Table 5.3 received the lowest rating from students in both importance and occurrence of all the variables listed. The relatively low participation of students in extra-curricular activities may be explained by a lack of interest or low priority rating by students in the area of socializing with faculty members. The majority of students reported receiving appropriate advisement from faculty members in all areas for which advisement was sought.

Physical resources. Of the 22 student comments regarding physical resources, 11 were with respect to usage of the facilities and seven were about the quality of the assigned study space. Eleven students reported not using the facilities at all, citing a preference for using facilities at their place of employment or at home. The comments about the quality of assigned study space were all from full-time students. Four of the comments were about the suite of carrels in the basement of Education south, describing the area as cold and depressing. Two of the students suggested that all program study space be located in one central area to provide contact with other program students and promote a group cohesiveness.

Financial resources. Eleven comments were made regarding financial resources. Two students expressed concern about the allocation of assistantships. One of these students reported extreme hardship and expressed thoughts of leaving the program when she did not receive a graduate assistantship. Six students commented that their graduate assistantships made a significant contribution to their scholarly development.

Orientation. The orientation meeting was viewed positively by 10 of the 20 students who commented. Four other students provided suggestions for future improvements, including providing a follow-up meeting in mid-term and providing a discussion of program goals and philosophy.

Extra-curricular activities. Student comments regarding attendance at extracurricular activities were mostly of one nature. Twelve of the 18

students who commented cited lack of attendance at extracurricular events due to time constraints and outside responsibilities.

Appropriateness of advisement. In commenting on the appropriateness of advisement, the greatest concern expressed by students was with regard to mixed messages received from faculty regarding selecting courses and advisors. This was stated as a perceived lack of standard operating procedures by some students and a restrictive adherence to rules by others. For the most part, however, students made positive comments about both the quality and quantity of advice received from faculty.

Communication methods. The student reported usage of program of communication and the perceived usefulness of the communication are listed in Table 5.6. About half of the students reported checking the mailboxes frequently, while slightly more than half checked the mailboxes infrequently or never. Similarly, the majority of students reported reading program bulletin boards infrequently or never. The newsletter was rated as high in usefulness by half of the students.

Table 5.6

Frequency and Usefulness of Communication

	Frequency			Usefulness		
	Never	Infreq	Freq.	Low	Med	High
Mailbox	4	21	23			
Bulletin Boards	9	27	12			
Newsletter				4	15	18

Only one comment was made regarding the program bulletin boards: "I didn't know they (bulletin boards) existed". The comment may explain why the majority of students reported reading the bulletin boards infrequently or never.

Twenty-two students commented on the program newsletter. Over half of the comments (12) were favorable. Many students stated that the list of library acquisitions and the student telephone list were the most useful aspect of the newsletter. Suggestions for improvements, provided by 9 students, included shortening the length of the newsletter to about five pages and providing more information on coming events, new and future course offerings, and program changes.

Course Scheduling. Course attendance and preferred schedules by students are listed in Table [illegible]. More than half of the students reported attending courses in the afternoon and in the evening. In the case of

morning, afternoon, and evening courses, reported attendance exceeded preferred attendance. In contrast, more students reported preferring Friday/Saturday courses than had actually attended weekend courses.

Table 5.7

Reported Times of Course Attendance and Preferred Schedules (N=48)

Schedule	Reported Attendance	Preferred Attendance
Morning	22	15
Afternoon	36	21
Evening	46	29
Friday/Saturday	8	11

Student comments regarding course schedules presented two distinct themes. Part-time students were highly appreciative of evening classes, rating this option as accommodating their needs. In contrast, full-time students were highly critical of evening classes, stating that this did not accommodate their needs.

The primary reported factor leading to satisfaction or dissatisfaction with course scheduling was work schedules. Thirteen part-time students reported that they were employed during the day and registered in evening courses to fit their work schedule. In contrast, six full-time students who

reported part-time employment stated that they worked at night. Evening courses conflicted with their part-time employment.

The assumption that full-time students have flexible schedules and are available for courses at any time of the day may be erroneous. One full-time student commented that "As a full-time student, I found course scheduling a particular nuisance. Why did I give up my work, which I could ill afford, if I could have done the program at night? Night courses caused real problems for me." As stated earlier, the conscious effort on the part of program administrators to attend to the needs of the part-time students may have been to the detriment of the full-time students.

B. Analysis of Student Responses by Sub-group Characteristics

In this section, the analysis of student responses are presented in the form of parametric data and non-parametric data.

Parametric Data

Group means were compared by use of t-tests for all analysis categories (age, gender, reason for entering the program, registration status, and previous degree). Statistically significant differences occurred only in the cases of gender and previous degree.

The mean rating of variables listed in Table 5.8 were significantly higher for men than for women. This was not the case with all variables. In 15 of the 28 variables, or about half, the mean rating by females was

higher than he mean rating by males, though not satisfactorily significant. These data, however, must be accepted with some reservation, because of the difference in size of the two groups.

Table 5.8

Mean Rating of Program Variables by Gender

Variable	Females N=38	Males N=9	P
Program encourages different scholarly views	2.5	3.4	.03
Overall faculty-student relations are good	3.8	4.3	.05
Integration of thesis/project research and coursework exists	3.2	4.3	.01
Procedures for selecting an advisor are clear	2.7	3.6	.05

The variables listed in Table 5.8 were drawn from three different categories of program variables. No general areas of dissatisfaction emerged from these data. Reports from the literature suggest that problems in communication may occur when faculty and students are of opposite gender (Feldman, 1974; Gappa & Uehling, 1979), as is predominantly the case in this program. However, gender issues did not arise elsewhere in this study. No definite explanation for the difference in mean rating between male and female students is apparent.

On the question of freedom in choosing a research topic, a significant difference in means was evident in the case of BEd holders and non-BEd holders. The mean rating of this variable shown in Table 5.9 was significantly higher for holders of BEd degrees and teaching certificates than for non-holders of BEd degrees and teaching certificates.

Table 5.9

Mean Rating of Program Variables by Previous Degree or Teaching Certificates

Variable	BEd and Teaching Certificates N=27	Other N=21	P
Students have freedom in choosing research topic	4.6	3.8	.001

It is possible that the research topics selected by BEd holders and certificated teachers were in areas which the Education faculty members had a great deal of expertise. In contrast, students from other backgrounds, such as those with nursing backgrounds, may have selected topics outside of the familiar research areas of faculty and, consequently, might not have been encouraged by faculty. The t-test analysis indicates, in general, that students' perceptions of the program variables were not influenced by sub-group characteristics.

Non-Parametric Data

Student responses to questionnaire items were cross-tabulated by gender, age, reason for entering the program, previous undergraduate degree and registration status. Significant contingencies in chi-square are detailed in this section.

Cross-tabulation by gender. Few differences were evident when male and female response frequencies were tested. The three significant contingencies are listed in Table 5.10. It must be noted that female students outnumbered male students by a ratio of 4 to 1 in this program, thus affecting the data comparison.

Table 5.10

Cross-Tabulations of Variables by Gender

Variable	Male	Female
Primary Career Role--Administrator	77.8%	28.9%
Occurrence--Program Encourages Different Scholarly views	33.3%	55.3%
Extracurricular Activities--Attended Formal Seminars	100.0%	47.4%

In the case of primary career roles, one may have predicted that a majority of male students and a minority of female students would have performed administrative roles since this reflects what appears to occur in the work place. Whether or not the graduate degree from this program will

improve the chances of female students gaining access to administrative roles is yet to be determined.

In the case of the program encouraging different scholarly views, previous career experience in administrative roles may have influenced the rating of respondents. For the female students, the forum provided by the program may have been a new experience in terms of allowing them the opportunity to freely express and discuss their views. In contrast, the male students may have been accustomed to giving their opinions without being as challenged to defend their views.

Reported attendance at formal seminars indicated an interesting difference between male and female students. While all of the male students reported attending formal seminars, less than half of the female students reported attending. For many women, the responsibilities of career and family may supercede attendance at formal but optional seminars. For males, the importance of attending such seminars may take precedence over other responsibilities at home. Thus the difference may be, to some extent, dictated by social roles and norms of men and women.

Cross-tabulations by age. Cross-tabulations by age were computed based on respondent groups of under 35 years, 35 to 44, and 45 and older. Few significant differences were evident between the three groups. The five variables which showed significant contingencies in chi-square are detailed in Table 5.11.

Table 5.11

Cross-Tabulations of Variables by Age

Variable	Under 35	35-44	45+
Difficulties with Dependents	6.3%	29.2%	6.3%
Importance--Students Demonstrate Enthusiastic Involvement with the Field in Informal Discussions	100.0%	84.6%	55.6%
Used the Michigan Terminal System	50.0%	28.0%	0.0%
Taken Evening Courses	100.0%	100.0%	77.8%
Attended Formal Seminars	61.5%	69.2%	22.2%

Difficulties with dependents were more frequently reported by students between the ages of 35 and 44 then by the other two age groups. It may be that students in the 35-44 group were more likely to have children at home and were also more likely to have adolescent children than were either the students under 35 or over 45.

The importance of students demonstrating enthusiastic involvement with the field in informal discussions was more frequently rated as important by the younger cohort (100%) than by the other two groups (84.6% and 55.6%). The older students may have had greater experience in the field of adult education and consequently did not share the exuberance of their younger counterparts due to this increased experience.

The reported frequency of use of MTS (local access to terminals linked to the central computer) decreased with each successive age group. Fifty percent of the under 35 group made use of MTS, whereas none of the over 45 group did so. It is possible that the younger students have had more experience and familiarity with computer technology and were therefore more receptive to its use than were the older students. The MTS is used for searching ERIC, and other database, among other things. The lack of use reported by older students may be a symptom of computer anxiety.

The frequencies of two other variables--taking evening courses and attending formal seminars--differed by age. The older students less frequently reported attending either of these activities than did the two younger groups of students. It may be that the older students were less willing to attend university functions in the evening and chose, therefore, not to attend.

Cross-tabulations by reason for entering the program. Respondent reasons for entering the program were identified as career entry, career advancement, and professional development. Significant differences in group characteristics were evident when reason for entering the program was cross-tabulated with primary career roles and registration status, as indicated in Table 5.12.

Table 5.12

Group Characteristics of Career Entry, Career Advancement, and Professional Development

Characteristic	Career Entry	Career Advancement	Professional Development
Primary Career Roles			
Nursing Instructor	0.0%	16.7%	42.3%
Clerical/Secretarial	44.4%	8.3%	0.0%
Other Non-Instructional	77.8%	58.3%	11.5%
Registration Status			
Full-time 86-87 Term 2	100.0%	62.5%	33.3%

As may be expected, the career entry group more frequently reported primary career roles which were unrelated to adult education than did either career advancement or professional development groups. Conversely, the professional development group more frequently reported career roles as nursing instructors than did the other two groups.

Registration status was surveyed according to eight university terms. Significant contingencies in chi-square were not evident except for Term 2, 1986-87. However, examination of the data for all eight terms indicated that career entry students more frequently reported full-time attendance than did the other two groups in four of the eight terms. Thus, career entry students were generally full-time students more frequently than were the other students.

Other significant contingencies in chi-square were evident and appeared to be related to group characteristics, as indicated in Table 5.13.

Table 5.13

Cross-Tabulations of Variables by Reason for Entering the Program

Variable	Career Entry	Career Advancement	Professional Development
Attended Program Orientation	33.3%	83.3%	96.2%
Clear Procedures for Selecting Advisor are Lacking	88.9%	33.3%	34.6%
Received Appropriate Assistance in Course Selection	66.7%	75.0%	100.0%
Took Evening Courses	100.0%	83.3%	100.0%
Preferred Evening Courses	66.7%	25.0%	73.1%

The career entry group more frequently rated clarity of procedures for selecting an advisor as lacking and less frequently reported receiving appropriate assistance in course selection than did the other two groups. It is likely that the career entry students required more guidance and assistance than the other students, and therefore were less satisfied with the faculty support received. In contrast, the professional development students likely had a clearer vision of what they expected from the program and faculty, and may have been more self-directed than the career entry

students. Thus, as a group, the professional development students may have required less assistance in dealing with academic planning issues.

It is curious, given the apparent dissatisfaction of career entry students with program procedures and course selection assistance, that so few of the career entry students reported attending the program orientation. It may be that non-attendance at the orientation led to later difficulties for these students. It may also be that the program orientation was of greater interest to those who had a clear vision of what they wanted from the program and a high degree of self-directedness.

A second curiosity of the data relates to the actual and preferred course scheduling reported by the three groups. In the case of the career entry and professional development groups, all students reported attending evening courses, and the majority of each group preferred evening courses. In contrast, only 83.3% of the career advancement group had taken evening courses, and a minority of the students (25%) actually preferred evening courses. In other possible course schedules surveyed, 50% of the career advancement group reported a preference for morning classes and 66.7% reported a preference for afternoon classes. None of the career development group reported a preference for weekend classes. In all three cases, the career advancement group was contrary to the other two groups. This is unexplainable, given that the career advancement students were more frequently part-time students than full-time students and may therefore, be expected to prefer non-traditional course scheduling. There may have

been a group characteristic acting upon the group preferences for course schedules which was not measured by the survey.

Cross-tabulations by previous degree. Previous degree, when cross-tabulated with other demographic data, indicated significant contingencies in chi-square in several predictable areas. Holders of BEd degrees more frequently reported holding teaching certificates than did non-BEd holders. Further, primary career roles of BEd holders were more frequently reported as being those of classroom teacher, English as a Second Langauge Instructor, and other instructional roles than were the non-BEd holders. Other significant contingencies are reported in Table 5.14. All of the differences appeared in the rating of the occurrence of program variables.

In all three cases of variables listed as "lacking" in Table 5.14, the BEd holders more frequently rated the variables as lacking than did the non-BEd holders. This may be due to the BEd holders' experience with the field of education in general and their previous experience with faculties of education. It may be that BEd holders had greater expectations of the program in the areas of student scholarship, evaluation procedures, and faculty-student communication than did the non-BEd holders.

Differences in ratings of the three variables listed as "evident" were also likely related to differences in previous experience between the two groups. A general understanding of faculties of education may have contributed to the BEd holders' view of clarity in selecting advisors and

Table 5.14

Cross-Tabulations of Occurrence Variables by Previous Degree

Variable	BEd Holders	Non-BEd Holders
Lacking		
Students show high degree of scholarship	21.1%	0.0%
Evaluation procedures are fair and appropriate	42.1%	13.8%
Student-Faculty communication exists regarding student needs	26.3%	3.4%
Evident		
Procedures for selecting advisor are clear	52.6%	13.8%
Procedures for selecting committee members are clear	47.4%	3.4%
Required courses are useful for employment	31.6%	65.5%

committee members. In contrast, the non-B.Ed. holders who were generally unfamiliar with faculties of education may have required more specific guidelines in selecting advisors and committee members. Previous work experience may have been the contributing factor to the differences in rating the usefulness of required courses to employment. The B.Ed. holders had a great deal of experience in educational environments, and most had worked in instructional capacities. Thus, the required courses in instructional design,

educational psychology, and educational administration may have been more helpful to non-BEd holders.

Cross-tabulations by Registration Status. Registration status of respondents was determined for eight terms of the program. Only one term, Fall 1987-88, was used to designate students as full-time or part-time. This term was selected because it showed an even distribution between full-time and part-time status of the respondents. All of the significant contingencies in chi-square between full-time and part-time students were in the occurrence of variables. Data were collapsed into 3 categories of response: clearly lacking or somewhat lacking; undecided; somewhat evident or clearly evident. The percentages of those respondents "somewhat evident or clearly evident" are showin in Table 5.15. The differences in opinion between part-time and full-time students are centered on three areas--quality of teaching, relevance to employment, and freedom in choosing a research topic.

Part-time students more frequently rated the quality of teaching variables as evident than did the full-time students. The full-time students may have had greater expectations of the faculty in terms of quality of teaching than did the part-time students. Further, the full-time students likely had greater exposure to faculty in teaching situations and were, therefore, more likely to find fault than were those with less exposure.

Table 5.15

Cross-Tabulations of Occurrence Variables by Registration Status

Variable	Full-time Students	Part-time Students
Quality of Teaching		
Faculty are well-prepared to teach courses	34.8%	75.0%
Evaluation procedures are fair and appropriate	39.1%	70.8%
Faculty provide constructive criticism of student work	43.5%	75.0%
Faculty are aware of new ideas	52.2%	79.2%
Teaching methods are appropriate	26.1%	70.8%
Overall quality of teaching is high	30.4%	66.7%
Relevance to Employment		
Required courses are relevant to employment	30.4%	70.8%
Research		
Students have freedom in choosing research topic	91.3%	66.7%

The relevance to employment of required courses was also more frequently rated as evident by the part-time students than by the full-time students. Assuming that the part-time students were also employed full-time, it is possible that the courses could be seen in relation to the field. In

contrast, the full-time students rated the relevance of courses to employment based on expectations of what they might need when they began working full-time.

In the areas of freedom to choose a research topic, full-time students more frequently rated this variable as evident than did the part-time students. In this case, it may be that the full-time students had greater opportunity to explore research topics with faculty and therefore felt that they had more freedom to choose than did part-time students. It may also be that the full-time students had a broader range of acceptable research topics, whereas the part-time students wanted to focus the research on their career roles.

C. Faculty Responses

The faculty responses to questionnaire items are presented and discussed in this section under the categories of general program characteristics, academic aspects of the program, and administrative aspects of the program.

General Program Characteristics

The faculty questionnaire contained parallel program variables to the 28 student variables; in addition, the faculty questionnaire contained four variables which were specific to faculty. The mean and standard deviation for each variable are shown in Table 5.16.

Table 5.16

Faculty Perceptions of General Program Characteristics

	Importance Mean	Importance SD	Occurrence Mean	Occurrence SD
LEARNING ENVIRONMENT				
Program encourages different scholarly views	4.66	.49	3.81	.87
Mutual respect between students and faculty.	4.83	.38	3.90	.94
Team effort among students and faculty in meeting program goals.	4.33	.77	3.16	.71
Mutual support among students in meeting academic demands.	4.41	.79	3.54	.82
Faculty members receptive to new ideas and ways of doing things.	4.75	.45	3.00	.89
SCHOLARLY EXCELLENCE				
Program provides stimulating intellectual environment.	4.83	.57	3.16	.71
Students exhibit high degree of scholarship and ability.	4.58	.51	3.25	.86
Faculty members exhibit high degree of scholarship and research ability.	4.83	.38	3.27	.78

Table 5.16, continued

	Importance Mean	SD	Occurrence Mean	SD
QUALITY OF TEACHING				
Faculty members well prepared to teach courses.	4.83	.38	3.30	.67
Evaluation procedures fair and appropriate.	4.66	.65	3.54	.68
Faculty members constructively criticize students' work.	4.83	.38	3.80	.91
Faculty members aware of new ideas.	4.90	.30	3.40	.51
Faculty members generally helpful.	4.58	.79	3.90	.83
Teaching methods appropriate for students in the program.	4.91	.28	3.27	.90
Overall quality of teaching is high.	4.91	.28	3.54	.82
FACULTY CONCERN FOR STUDENTS				
Faculty members interested in students' welfare and professional development.	4.83	.38	3.81	.71
Opportunities exist for faculty-student interaction outside class.	4.16	.71	3.27	.90
Faculty members accessible to students.	4.66	.49	3.63	1.12
Faculty-student communication exists regarding student needs, concerns, and suggestions.	4.50	.79	3.45	.93
Overall faculty-student relations are good.	4.66	.65	3.81	.87
STUDENT COMMITMENT				
Students demonstrate enthusiastic involvement with the field in informal discussions.	4.16	1.11	3.33	.77
Students handle course assignments with care and responsibility.	4.75	.45	3.83	.71

Table 5.16, continued

	Importance Mean	SD	Occurrence Mean	SD
RESEARCH SUPPORT				
Integration of thesis/project research and coursework exists.	4.16	.71	3.00	1.05
Students have freedom in choosing research topic.	4.41	.66	4.10	.99
Formal and informal arrangements for consultation with faculty.	4.58	.66	4.44	.72
Procedures for selecting an advisor are clear.	4.58	.66	3.00	1.41
Procedures for selecting committee members are clear.	4.16	1.19	2.80	1.39
RELEVANCE TO EMPLOYMENT				
Required courses are useful for present or anticipated employment.	3.50	.90	3.27	.90
Faculty are involved in decision-making regarding program requirements.	4.75	.45	4.27	.90
Faculty are involved in decision-making regarding program administration.	4.08	.99	3.63	1.02
Directives from the chairmen are clear and appropriate.	4.58	.66	4.08	1.08
The chairman receives and considers feedback regarding program operation.	4.50	1.00	4.09	1.13

In all cases, the importance of variables was rated higher than the occurrence of variables. In general, "importance" ratings fell in the medium-high range and "occurrence" ratings fell in the medium range, with a few

notable exceptions. Ratings above 4 on the five-point scale were given to the occurrence of students' freedom in choosing a research topic, formal and informal arrangements for student consultation with faculty, faculty involvement in decision-making regarding program requirements, clarity of directives from the chairman, and receptiveness of the chairman to feedback regarding program operation.

Occurrence ratings of 3 or less on the five-point scale were given to the receptivity of faculty members to new ideas and ways of doing things, integration of thesis/project research and coursework, and clarity of procedures for selecting committee members.

The relatively small standard deviations in the importance category indicate a high degree of agreement among faculty respondents on the importance of most variables. The rating of occurrence variables showed less agreement among faculty.

Academic Aspects

Faculty ratings of academic aspects of the program appear in Table 5.17. In general, faculty members reported satisfaction with the academic aspects of the program.

None of the faculty respondents rated the various academic aspects as low. One area--program flexibility--was rated as high by more than half of the respondents, while two other areas--availability of concentration and adequacy of concentration--were only rated as moderate.

Table 5.17
Rating of Academic Aspects of Program
by Faculty Respondents

Variable	Rating low 1-2	medium 3-5	high 6-7	Mean
Program Flexibility	0	4	7	5.6
Adequacy of Core	0	6	4	5.4
Availability of Concentration	0	9	2	4.6
Adequacy of Concentration	0	6	4	4.6
Adequacy of Research Courses	0	2	8	5.1
Relevance of Research Courses	0	5	3	5.1

Administrative Aspects

Course scheduling. The actual teaching schedules and preferred teaching schedules reported by faculty are listed in Table 5.18. The respondents were asked to check all course schedules that applied to them. Consequently, the number of times reported exceeds the number of faculty respondents. Four faculty members reported no preferred course time, indicating that all options were acceptable. No other preferred times were indicated by faculty.

Table 5.18
Actual and Preferred Course Schedules
Reported by Faculty

	Morning	Afternoon	Evening	Friday/Saturday
Actual	1	7	6	3
Preferred	4	6	6	1

It is noteworthy that while afternoon and evening courses were reported as both the actual and preferred times to teach courses by two-thirds of the faculty respondents, there was a marked difference in actual and preferred course schedules reported for morning and weekend courses. While only one faculty member reported teaching a program course in the morning, four faculty members reported a preference for morning courses. Conversely, while three faculty members had actually taught courses on the weekend, only one faculty member preferred to teach weekend courses. It may be that the administrators' and faculties' desire to address student requirements took precedence over faculty preferences.

Extra-curricular activities. The faculty respondents were asked to report which of the extra-curricular activities available to both students and faculty they had attended. The faculty responses are indicated in Table 5.19.

Table 5.19

Faculty Attendance at Extra-Curricular Program Activities

Activity	Attendance	
	Yes	No
Program Social Functions	10	2
Formal Seminars	9	2
Informal Brown Bag Seminars	7	4
Adult Education Network	7	4

In all cases listed in Table 5.19, more than half of the faculty members reported attending extra-curricular student and faculty functions. When this is compared with the faculty ratings of the importance of faculty concern for students listed in Table 5.16, it is apparent that not only do faculty believe that it is important to be available to students outside of class hours, but they also act on that conviction.

Student advisement. Faculty participation in student advisement activities are reported in Table 5.20. It is interesting to note that the participation in advisement activities reported is, for the most part, either light or heavy, with very few ratings falling in the medium range. It may be that program students are approaching some faculty members for assistance and advisement more frequently than other faculty members. It may also be

that faculty members with a light involvement in this program have a heavy involvement in their home department.

Table 5.20

Faculty Participation in Advisement Activities

Activity	Involvement 1-2 light	3	4-5 heavy
Admission to the program	6	1	5
Counselling in course selection	7	1	4
Selecting an advisor	8	0	4
Research proposal development	6	2	5
Research proposal approval	6	0	5
Research ethics review	8	0	4
Research implementation	5	2	5
Preparation of research report	6	1	5
General program development	5	0	6
Course curriculum development	3	3	6

The estimated involvement of faculty regarding various program aspects appears to be congruent witn the estimations of faculty workload devoted to the program, as reported previously in Table 3.10. About half of the faculty reported devoting one-quarter or less of their time to the program

while about half reported devoting half of their time or more to the program.

D. Comparison of Faculty and Student Responses

Data from the parallel sections of the faculty and student questionnaires have been presented under the section reporting student and faculty responses. Respondents were asked to rate the importance of the variables prior to rating the occurrence of the variables. In this section, items showing a divergence of perceptions between students and faculty are noted.

Importance Variables

It was assumed that there would be a high degree of agreement between faculty and student responses regarding the importance of variables. One faculty member commented "Who will answer less than 5 in the Importance area?"--suggesting that everyone would find the variables to be very important. This did not prove to be the case, however. In no case did the mean rating of importance variables exceed 4.76 for faculty respondents or 4.60 for student respondents on the five-point-scale. T-tests of faculty and student group means indicated a significant difference in only one area, as indicated in Table 5.21. The usefulness of required courses for present or future employment, while rated as only moderately important by faculty, was rated as highly important by students.

Table 5.21

Comparison of Mean Rating of Importance Variables by Faculty and Student Respondents

Variable	Students	Faculty	P
Required courses are useful for present or anticipated employment	4.2	3.4	.002

The difference in faculty and student ratings may be due to differing perspectives on, and participation in, the field of adult education. The student respondents were, or were becoming, adult education practitioners, with a pragmatic view of adult education. The faculty respondents, in contrast, were adult education academics, with a more theoretical and philosophical view of adult education.

Occurrence Variables

In comparing faculty and student responses, it is necessary to consider the small number of faculty respondents compared to the larger number of student respondents. In many cases where faculty ratings indicate low "occurrence," it is due to a high number of undecided responses.

T-tests indicated statistically significant differences in two occurrence variables as shown in Table 5.22. The two variables focused on positive student attributes, and in both cases, the mean rating by students was significantly higher than by faculty.

Table 5.22

Comparison of Mean Rating of Occurrence Variables by Faculty and Student Respondents

Variable	Students	Faculty	P
Students exhibit a high degree of scholarship and ability	3.9	3.2	.014
Students demonstrate enthusiastic involvement with the field in informal discussions	3.9	3.3	.022

In the case of students exhibiting a high degree of scholarship and ability, the difference may be due to the frames of reference of the respondents. One may assume that since the program was interdepartmental, the faculty had greater exposure to graduate students from other departments. Further, one may predict that faculty would view students from their home departments somewhat more favourably than they would view students from an outside program. In contrast, the student respondents likely had limited exposure to graduate students from outside the program, and thus had a rather limited frame of reference from which to make a comparison.

In the case of students demonstrating enthusiastic involvement with the field in informal discussion, it is likely that students spent more time discussing the field of adult education among themselves than they did with faculty. Thus, the student respondents may be expected to rate the

students more favourably in this area due to greater exposure. The faculty respondents probably had less exposure to student discussions outside of class and therefore less experience on which to base their ratings.

E. Summary

Information derived from the student and faculty questionnaires was presented in this chapter. The student response to survey items indicated that the program-related difficulties in the areas of academic stress, finances, and personal relationships were rated as "high" by about one-quarter of the respondents. In general, however, students reported low levels of difficulties with the program-related factors of dependents, living accommoations, and study space at home.

Program variables in the categories of learning environment, scholarly excellence, quality of teaching, faculty concern for students, student commitment, research support, and relevance to employment were rated by students for both importance of the variables and occurrence of the variables. In all cases, student ratings of importance was greater than ratings of occurrence.

In assessing the program curriculum, student mean ratings fell in the "medium" range in the areas or program flexibility, adequacy of core courses, adequacy and availability of concentration courses, and adequacy and relevance of research courses.

Ratings of physical resources of the program indicated that about half of the students requested and received study space at the university. Other

physical resources were not as heavily subscribed. Demand for financial resources parallel financial difficulties reported by students in the case of graduate assistantships. A clear minority of students, however, applied for or received other types of financial assistance.

Attendance at program related social functions were relatively high for the student orientation and formal seminars, with over half of the respondents reporting attendance. Less than half of the respondents reported attending other social functions.

Student assessment of the appropriateness of advisement received from faculty was very positive. Over 70% of students who sought assistance from faculty received appropriate advisement.

The parametric analysis indicated that, generally, students' perceptions of the program were not associated with sub-group characteristics.

Cross-tabulations of questionnaire items by student characteristics indicated significant contingencies in chi-square in several areas.

Male and female students differed in the frequency of administration as a primary career role, with males reporting this career role more frequently than females. Male students more frequently reported attending formal seminars than did female students, and female students more frequently rated the program as encouraging different scholarly views. In all other variables, there were no significant contingencies in chi-square.

Likewise, few differences were evident by age of respondents. Students aged 35 to 44 more frequently reported difficulties with dependents

that did other ages. Younger students more frequently reported using the Michigan Terminal Systems. No other differences by age were evident.

Differences in frequencies of variable ratings were evident by reason for entering the program. The professional development group had more field-related career experience than did either the career entry or career advancement groups. Ratings of preferred and actual course schedules indicated a difference between the groups. The career advancement group less frequently reported attending evening courses, and a minority of this group preferred taking evening courses. This differed from the other two groups, who both took and preferred to take evening courses.

In the case of previous degree by program variables, several differences were apparent. BEd holders more frequently rated student scholarship, appropriate evaluation procedures and faculty-student communication as lacking. They also more frequently rated the procedures for selecting advisors and committee members as evident. Non-BEd holders more frequently rated required courses as useful to employment than did BEd holders.

The greatest number of differences occurred in variable ratings by registration status. Full-time students more frequently rated the quality of teaching variables--faculty preparedness to teach courses, appropriate evaluation procedures, constructive criticism of student work, faculty awareness of new ideas, appropriateness of teaching methods, and overall high quality of teaching--as lacking. In addition, full-time students more

frequently rated the relevance of required courses to employment as lacking. In only one area--student freedom in choosing a research topic--did full-time students rate the variable as evident more frequently than did the part-time students. Of all the groups tested, the full-time student group appeared to be the least contented with the program.

Faculty ratings of the importance of general program characteristics fell in the "medium-high" range, while ratings of the occurrence of characteristics fell in the "medium" range in most cases. There appeared to be a high degree of agreement among faculty regarding the importance of variables and less agreement regarding the occurrence of variables.

In rating academic aspects of the program, faculty gave a "medium" rating to the availability and adequacy of concentration courses and a high rating to program flexibility. Overall, however, faculty ratings indicated satisfaction with the academic aspects of the program.

The administrative aspects of the program included course scheduling, extra-curricular activities, and student advisement. Some faculty reported teaching courses at non-preferred times and, conversely, not teaching courses at preferred times. This was partly due to the focus on student needs in course scheduling rather than faculty preferences.

Faculty attendance at extra-curricular student and faculty functions appeared to be high. The majority of faculty reported attending program functions.

Student advising activities reported by faculty indicated a heavy involvement by some faculty and only a light to moderate involvement by most faculty. Since the questionnaire focussed on advising activities in the Adult and Higher Education program and not advising activities in general, it may be that some faculty have a light involvement in the Adult and Higher Education program due to a heavier involvement in their home departments.

When faculty and student responses were compared, few differences were evident. T-tests of general program characteristics indicated a statistically significant difference in rating the importance of program courses to employment. Students rated this variable as highly important, while faculty rated this variable as only moderately important.

Two differences were evident in faculty and student ratings of the occurrence variables. In both cases -- students exhibit a high degree of scholarship and ability, and students demonstrate enthusiastic involvement with the field in informal discussions -- students gave a higher rating to the occurrence of these variables than did faculty.

Chapter 6

SUMMARY, DISCUSSION AND RECOMMENDATION

This chapter presents a summary of the study, a discussion of the findings, and program recommendations for future consideration.

A. Summary of the Study

The purpose of this study was to gather interim program information to contribute to the summative evaluation of the innovative project entitled "Program Renewal in Graduate Education." The interim information was gathered in the form of a formative evaluation of the master's program in Adult and Higher Education at the University of Alberta. The framework for designing the study was the Stake (1967) model.

The methodology used in conducting the study was designed to provide a full description of the program from the point of view of program administrators, faculty, and students. To that end, two survey instruments were developed and administered--one for program students and one for program faculty.

The program administrators were interviewed using the research questions of the study as the basis for discussion. Program documents provided the base for analyzing the project antecedents.

Origins of the Innovative Project

The major factors which led to the development of the master's program in Adult and Higher education was a demand for the program from both within the university community and outside the university setting. The final initiative for the program commenced in 1981 with a program proposal from an MEd degree in post-secondary education. A formal response to the proposal was not received until December, 1983. The University of Alberta was authorized to offer the program if the University could finance it. Following this, the Dean of Education submitted a proposal for an innovative project to study program renewal in graduate education in March, 1984. The proposal was subsequently revised and resubmitted. Approval for the innovative project was granted in April, 1985.

The intent of the approved project was to introduce a new structure and a new administrative arrangements within the University of Alberta Faculty of Graduate Studies and Faculty of Education. Support for the program was to be established through linkages with institutions, agencies, and organizations involved in adult education. The program was to be flexible in meeting students needs and individualized programs of study were to be encouraged. The project was to be three years in length at a total cost of $388,000. The University was to contribute $182,000 and Alberta Advanced Education committed a maximum of $205,000 to project. Three reporting periods were established. The University was to maintain sufficient

funding to sustain the program after the three-year period if the program proved to be a success.

Dynamic Factors of the Program

In September, 1985, seven students were admitted to the program and commenced studies towards the master's degree in Adult and Higher Education. The program was administered through the Office of the Dean of Education. Students in the program did not have a "home" department as was originally proposed. The course of studies was interdepartmental, with core courses being offered by various departments in the Faculty of Education. Optional courses were available from all departments in the Faculty of Education and from other facilities on campus.

The process of implementation was swift. The program was advertised, although in a limited sense; applications were received, students were admitted, and the program commenced. The program administration consisted of an administrator, a research assistant, an administrative assistant, and a 13 member advisory committee. Because the program curriculum was composed of existing university courses, little additional course development was initially required. Existing administrative structures of the Faculty of Graduate Studies and Research allowed for the rapid implementation of the program.

Changes to the program occurred out of necessity, as the student population grew from seven in the first term to 56 at the time of this study. Courses were developed to meet student requirements, an additional faculty

member was hired, and the program was moved from the Dean's office to the Department of Industrial and Vocational Education.

The factors which facilitated the implementation of the program also created difficulties. Support for the program from various groups aided implementation but, at the same time, created difficulties because the various groups held diverse opinions as to the nature of the program. The grant from Advanced Education made the program implementation possible but a lack of funding in terms of start-up money created real problems.

Finally, demand for the program from potential students facilitated implementation. Ultimately, enrollments had to be restricted due to financial constraints. At the end of the third year, however, there existed a critical mass of graduate students in the program.

Innovative approaches in program administration and instruction occurred. The limited budget necessitated the reorienting of faculty resources to address program needs. The graduate program was built around existing resources. Instructional innovation was evident in course scheduling. Courses were generally offered in three-hour blocks, one day a week, in late afternoons and evenings. A Friday night/Saturday format was attempted with some courses. Finally, while many programs may accept courses from outside the department in meeting degree requirements, an interdepartmental core was unique.

Initial Outcomes

At the end of the third year of the project, 10 students had graduated from the program. This falls well within the stipulated four year completion requirement for the master's degree. Purely in terms of numbers of students admitted and graduated, the program was a success.

In terms of meeting student needs, the program succeeded in some areas and failed in others. The attempts to schedule courses for part-time students created difficulties for some full-time students. However, the fact that the administrators and faculty even considered student needs was exceptional. The attention to student needs was apparent throughout the three years of the program. Physical space on campus for study carrels was secured for students, graduate assistantships were available to those who required financial assistance, a student advisory group was formed and faculty received suggestions from the group, and a student/program newsletter was launched. Disenhancement with the program experiences by some students was due to factors other than lack of attention to student needs, such as administrative constraints which were beyond the control of the program administrators. Further, it may be impossible to completely meet the needs of every individual, although attempts were made to accommodate student needs wherever possible.

Some, but not all, of the project intents were met with the three year project, as outlined below:

Dimension I: A new structure and new administrative arrangements were

evident--the program was initially administered through the Dean's office and an Advisory Committee was established. The students were not, however, admitted and registered in the department offering the specialization of choice.

Dimension II: Relationships with representatives or organizations and agencies involved in adult education did occur, although probably not to the extent originally intended.

Dimension III: Student programs were, for the most part, flexible and individualized, although individual students did encounter difficulties in planning their programs. The proposed action research orientation of the program was not evident.

In terms of satisfaction, the program students were generally satisfied with the program. The student ratings of occurrence of program variables indicated a mean of above 3 on a five-point scale in most areas. Four variables received a mean rating above 4, as follows:

1. Faculty members are generally helpful.
2. Students handle course assignments with care and responsibility.
3. Students have freedom in choosing research topics.
4. Formal and informal arrangements exist for consultation with faculty.

Student mean ratings fell below 3 in two areas: 1) procedures for selecting an advisor are clear, and 2) procedures for selecting committee members are clear. This suggests that there is a perceived lack of standard operating procedures in these areas. Student ratings of academic aspects

of the program were also satisfactory with all mean ratings exceeding 4 on a seven-point scale.

Student rating of administrative aspects of the program were similarly satisfactory. One area of concern arising from the study, however, is the lack of student application for scholarships and research grants. Only eleven students applied for scholarships and one student applied for a research grant. Although financial resources may not be a concern for part-time students, half of the student respondents were full-time students for whom financial considerations may have been a problem. It may be concluded that students were either unaware of the availability of scholarships and research grants or not encouraged to apply for available resources.

Course scheduling appeared to be more satisfactory for part-time students than for full-time students. Full-time students comments on the survey suggest that there is a perceived systemic accommodation of part-time student needs to the detriment of full-time students.

Faculty ratings of the occurrence of program variables were also satisfactory. None of the mean ratings fell below 3 on a five-point scale. Several variable means were above 4, including:

1. Students have freedom in choosing a research topic.
2. Formal and informal arrangements exist for consultation with faculty.
3. Faculty were involved in decision-making regarding program requirements.

4. Directives from the chairman are clear and appropriate.

5. The chairman receives a considers feedback regarding program operation.

Faculty preference for course scheduling coincided with course offering in the area of afternoon and evening classes, suggesting that there has been an effort to accommodate faculty needs. Faculty ratings of academic aspects of the program indicates that the faculty view the program as quite flexible in meeting student needs and that the program core courses are adequate. Concentration courses, both in breadth and depth and in availability, are viewed as lacking.

The program administrators expressed satisfaction with the program at the time of this study. The administrators stated that the program still needed more courses, more staff, and more attention to the needs of the non-traditional students.

Although representatives of the Faculty of Graduate Study and Research declined to participate in this study, it may be stated that the program is meeting at least one concern of the University of Alberta and the Faculty of Graduate Study and Research. The University of Alberta has stated publicly that it wishes to expand the proportion of graduate students in the university student body (University of Alberta, 1987, p. 11). It was proposed that the university make a planned effort to increase the graduate student population by providing high quality graduate programs. The master's program in Adult and Higher Education has certainly contributed to

an increase in graduate students by providing opportunities to non-traditional students. The quality of the program from the point of view of the program students, faculty, and administrators is rated as satisfactory in most areas, and rated as high in some areas.

B. Discussion

The focus of this study was an innovative program in higher education. The notion of innovation in a university may be an oxymoron, given the penchant for tradition evident in most institutions of higher learning. Regardless, some aspects of the program were innovative and, indeed, the project did fulfill some of its original intents. This discussion, therefore, examines some of the factors which contributed to, and detracted from, the success of the innovative project.

The funding, or more appropriately the lack of funding, for the project was one of the factors affecting the innovation and is discussed first because it had an impact on most other factors. One of the stated intentions of the project was to attempt graduate renewal from within the university and without additional program grant money. The literature regarding innovation, however, cited a lack of financial support for an innovation as a factor in its failure. Thus, while the project succeeded in establishing the program without additional grant money, one must question the viability of maintaining the program without additional financial support. If the intention of Alberta Advanced Education, through the Innovative

Projects Fund, is to promote innovation in higher education, then the approach suggested by the literature would be to supply sufficient money to enable the projects to succeed. Furthermore, if a program is worth funding as an innovative project, then it is worth funding as a program. Clearly, the Adult and Higher Education program fell into the category of programs worth funding when consideration is given to the high demand for the program and student enrollments.

A second factor which had an impact on the program was the governing structure in place at the University, namely the Faculty of Graduate Studies and Research. A major concern of FGSR is to maintain quality and standards in graduate education at the University. As one of the administrators stated, FGSR would be more willing to allow an existing department with a history of high quality graduate education to attempt an innovative program, than to allow the introduction of a new structure and new program as was the case with this project. The goals of the project and the goals of FGSR were probably not compatible. This is not to suggest that new programs should not be concerned with the quality of the programs. Concern for quality should be maintained but the traditional measures of quality ought to be suspended. An alternate form of governance, such as a steering committee of professors and administrators, could fulfill the regulatory function during the term of the innovation, and program quality could be determined within the context of the program and its goals.

The third factor, the moving of the program from its home in the Dean's office to the Department of Industrial and Vocational Education, may have been premature. However well-intentioned the move may have been in terms of securing a future for the program, many of the students perceived the move negatively. The move signalled a loss of autonomy for the students and brought into question the ownership of the program. While in the Dean's office, the program could function as an innovative enclave; in a department the program would become more traditional in its approach. Furthermore, many students suspected that a competition was occurring over which department would become the home for the program. The graduate students felt that they had a stake in the outcome of the competition and therefore should have had a voice in the decision. In the end, it may have been better for the innovation if the program had remained in neutral ground for the duration of the project.

Program leadership was another factor which influenced the innovation. From the point of view of leadership quality, the program had strong leadership. This was certainly a contributing factor in program success. The change in leadership in each of the three years of the program, however, did not help and probably hindered the innovation. In spite of the strength of each program leader, the net result of the frequent change in leadership was dislocation. Continuity was maintained by retaining the second coordinator as "student advisor" when the program was moved to the Department, and in the form of a research associate who

provided formal and informal support to program students, helped foster and maintain the vision of the project, and functioned as an advocate for students and mediator of disputes between program students and FGSR. Unfortunately, the research associate position was a contract position and not part of the formal university faculty structure. It would have been prudent to at least have made the position a three-year term contract rather than a year-to-year contract.

Finally, the program students contributed to the success of the innovation. The composition of the student group was typical of adult education graduate programs reported in the literature but probably different from most graduate programs at the University of Alberta in terms of gender, age, and career experience. It was not surprising, then, that some of the research reported on the graduate student experience was confirmed in this study while other research was not.

The literature on the role of the graduate student suggests that interrole conflict occurs when full-time professionals return to university and assume a student role. This was evident in some cases, and students reported frustration with being told which courses to take in meeting program requirements. The literature also reports that graduate students experience a sense of powerlessness and ambiguity in their student role. This did not appear to be the case. The program students were a cohesive group and exerted some influence on curriculum requirements, course scheduling, and course instruction.

The literature also reports that gender problems occur when male faculty interact with female graduate students, due to their different experiences. This was neither confirmed nor refuted by the study. This is not to suggest that gender was not an issue -- had the students been asked, they may have stated a preference for more female faculty in the program. It may be, however, that in a program such as this with a majority of adult female students, that same-gender faculty is less of an issue because of the support provided by other female students. It is perhaps the changing societal attitudes, expectations, and norms regarding males and females rather than gender of faculty that will influence the experiences of future graduate students.

In terms of the external standards set by the Commission of Professors of Adult Education (CPAE), the program fares very well in most respects. The core curriculum of the program meets the standards in the areas listed below:

- introduction to the fundamental nature, function, and scope of adult education;
- adult learning and development;
- historical, philosophical, and sociological foundation; and
- an overview of educational research.

A fifth core area proposed by CPAE Standards -- adult education program processes, including planning, delivery, and evaluation -- is offered in the U of A program as optional courses. Additionally, the CPAE suggests that

adult education master's students should supplement the core curriculum areas with specialty courses offered by appropriate faculties, such as business, educational psychology, philosophy, political sciences, or sociology. This is clearly an option in the U of A program.

The faculty members involved in the U of A program exceed the minimum standards proposed by the CPAE, which include the following criteria:

- at least one full-time faculty member with an earned doctorate in adult education, continuing education, community education, or cooperative extension education;
- at least one faculty member with a minimum of three years of graduate level full-time teaching experience and all faculty members with some graduate or undergraduate teaching experience;
- academic rank necessary for graduate status in a tenure track position;
- a record of leadership in such areas as significant leadership positions in the field, profession, or university;
- a record of contributions to scholarships in adult education; and
- a continuing commitment to adult education theory, research, and knowledge of current practice.

Other program standards which the U of A program meets or exceeds include formal and informal contacts with other faculties, an independent

study option, existence of graduate assistantships, and a comprehensive professional library with new periodicals and access to ERIC and other databases.

One standard proposed by the CPAE which is not part of the U of A program is the incorporation of an internship into the master's program. This may be an area worth exploring for future program development.

C. Recommendations

Recommendations for further research and for program development are presented below.

Further Research

1. Alternate forms of governance, outside of the traditional regulatory body of the University, should be attempted within the context of an innovative program to determine if it enhances the innovation.
2. A comparison study of the part-time program route with the more traditional residency and full-time program route should be conducted to determine if the non-residency aspect has an impact on student outcomes.
3. A replication of previous research regarding the gender differences between male faculty and female students should be conducted to determine if societal changes of the last decade are reflected on campus.

Program Development

The program in Adult and Higher Education has continued to develop beyond the time-frame of the innovative project. After this study was conducted, the Department of Industrial and Vocational Education changed its name to Adult, Career, and Technology Education to reflect the new direction of the department. A non-residency part-time route was added to the program to further address the needs of part-time students. In spite of these changes, there remain several areas of improvement indicated by this study.

It is recommended that the concentration areas, such as second language teaching, adult literacy, training and instructional design, and project management be more fully developed in both breadth and depth of the topic and in course availability. In keeping with the innovative nature of the original project, these concentration courses could be developed in co-operation with the departments in the Faculty of Education and other faculties at the University of Alberta. For example, adult educators are employed in both the public and private sectors as corporate trainers, training developers, and human resource professionals. It may be desirable to establish formal linkages with the Faculty of Business which would encourage students in the Master of Business Administration and Master of Public Management program to enroll in elective courses in the Adult and Higher Education program. Other reciprocal linkages could include the Faculty of Home Economics (gerontology) and the Department of Linguistics

(second language instruction). In addition, some of the Adult and Higher Education courses, such as Principles of Adult Education, could be drawn to the attention of, and made available to, other programs such as nursing, physiotherapy and other rehabilitation programs, and physical education.

In the area of research advisors and committee members, attention should be given to procedural matters. Although rigid guidelines, such as assigning student advisors, would be inappropriate for an innovative program, some structure is necessary, particularly for part-time students. Publishing guidelines for finding and securing a suitable advisor is one option as is developing a student mentor/program advisor arrangement between continuing students and incoming students.

With the increased focus on a part-time program stream, fragmentation between full-time and part-time students may increase. Previous efforts to build a cohesive student group, such as the newsletter, mailboxes, bulletin boards, part-time student study space, program social functions, and student orientation should be continued. Additionally, periodic follow-up sessions to the orientation should be introduced and offered at a time when all students could attend -- such as Saturday mornings. Topics for discussion could include research activities, course selections, and problems or concerns of students, as well as presentations from adult and higher education practitioners. Finally, students should be given the option of having program correspondence sent directly to their homes rather than delivered to on-campus mailboxes. While the use of mailboxes is a timely

way to get information to on-campus students, many part-time students check their mailboxes infrequently.

Increased availability of financial support for students is the fourth program development recommendation. During the three-year term of the innovative project, graduate assistantships were at a premium. Not all students who wanted or needed an assistantship received one, and these students reported financial difficulties as a result. Future program funding should include an increase in the amount of money available for graduate assistantships. Alternate sources of funding should also be explored. For example, linkages with community agencies and institutions in the field of adult education could be established. Student financial support could be in the form of co-op education or off-campus assistantships. Either option would provide students with needed financial support and valuable field-based experience. In addition, the program would benefit from the increased visibility in the community.

Other more traditional sources of funding, such as scholarships, should also be explored. At the time of the survey, only 11 students in the program had applied for scholarships and one had applied for a research grant. Publishing a list of available scholarships from the Student Awards office along with application procedures may be sufficient to increase the number of students applying for scholarships.

Finally, it is recommended that the original project proposal be reviewed to determine which parameters previously proposed but not

implemented may now be addressed. This would include the development of action research methodology courses, graduate student internships, increased attention to supportive network of community organizations, and exploiting the potential for distance delivery of the program throughout the province of Alberta.

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APPENDIX A: SURVEY INSTRUMENTS

NAME: _____

PHONE NUMBER _____

Are you willing to participate in a follow-up interview?

yes _____

no _____

*Remember: do not include this reply form with your survey. Send the survey and the reply form in separate envelopes.

Thank you for you participation!

STUDENT SURVEY

DO NOT WRITE IN THIS SPACE

1 2 3 4

Part A Background Information

Please answer the following questions regarding your personal situation and background by circling the appropriate number.

1. Gender: female----------1 — 5
   male ----------2

2. Age: under 35 ----------1 — 6
   35 - 44 ----------2
   45 or over----------3

3. Please rate the frequency of difficulty encountered while in the program in each of the following areas by circling the appropriate number:

RATING SCALE

1 no difficulty
2
3 occasional difficulty
4
5 constant difficulty

	No Difficulty				Constant Difficulty	
- finance	1	2	3	4	5	7
- dependents	1	2	3	4	5	8
- living accommodation	1	2	3	4	5	9
- study space at home	1	2	3	4	5	10
- personal relationships	1	2	3	4	5	11
- academic stress	1	2	3	4	5	12

4. Indicate your registration status in each of the terms listed below by circling (1) full-time status or (2) part-time status. If you were not registered, circle nothing.

		DO NOT WRITE IN THIS SPACE
1985-86 Term 1	Full-time ------1 Part-time ------2	13
1985-86 Term 2	Full-time ------1 Part-time ------2	14
Spring/Summer 1986	Full-time ------1 Part-time ------2	15
1986-87 Term 1	Full-time ------1 Part-time ------2	16
1986-87 Term 2	Full-time ------1 Part-time ------2	17
Spring/Summer 1987	Full-time ------1 Part-time ------2	18
1987-88 Term 1	Full-time ------1 Part-time ------2	19
1987-88 Term 2	Full-time ------1 Part-time ------2	20

5. Previous Degree(s): (Circle all that apply.)

B.Ed.----------1	21
B.A. or B.Sc.(General)----------1	22
B.Sc. Nursing----------1	23
Other (specify _____ ------1	24
Year of completion of last degree: _____	25-26

6. Do you hold a teaching certificate? yes---1 | 27

no----2

DO NOT WRITE IN THIS SPACE

7. Primary roles in your career to date. (Circle all that apply.)

public school teacher----------1	28
nursing instructor----------1	29
ESL instructor----------1	30
adult basic education----------1	31
adult literacy instructor----------1	32
curriculum and instruction developer----------1	33
other instructional (specify) _____--1	34
librarian or learning resources coordinator---1	35
nurse----------1	36
administrator----------1	37
social worker----------1	38
clerical worker or secretary----------1	39
home economist----------1	40
other non-instructional _____--1	41

8. Main reason for choosing the program: (Circle one only.)

- to enter the field of Adult and Higher Education (obtain first job in the field)-----1	42
- to obtain a new job in Adult and Higher Education (already working in the field)------2	
- to improve my competence in present job-----3	

Part B Graduate Studies

DO NOT WRITE IN THIS SPACE

The following statements relate to graduate study in Adult and Higher Education. For each item, please indicate (1) how important the statement is to you as a graduate student in the Adult and Higher Education program, and (2) the degree to which the statement expresses what occurs in the Adult and Higher Education Program. Complete the Importance column first for all questions, and repeat the process for Occurrence in the Program.

Importance to Me as a Graduate Student	Occurs in this Program
1 very unimportant	1 clearly lacking
2 unimportant	2 somewhat lacking
3 undecided	3 undecided
4 important	4 somewhat evident
5 very important	5 clearly evident

		IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	
Learnirg Environment				
1.	The program encourages different scholarly views.	1 2 3 4 5	1 2 3 4 5	43-44
2.	There is mutual respect between students and faculty.	1 2 3 4 5	1 2 3 4 5	45-46
3.	There is a team effort among the students and faculty in meeting program goals.	1 2 3 4 5	1 2 3 4 5	47-48
4.	There is mutual support among students in meeting academic demands.	1 2 3 4 5	1 2 3 4 5	49-50
5.	Faculty members are receptive to new ideas and ways of doing things.	1 2 3 4 5	1 2 3 4 5	51-52
Scholarly Excellence				
6.	The program provides a stimulating intellectual environment.	1 2 3 4 5	1 2 3 4 5	53-54
7.	Students exhibit a high degree of scholarship and ability.	1 2 3 4 5	1 2 3 4 5	55-56

	IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	DO NOT WRITE IN THIS SPACE
8. Faculty members exhibit a high degree of scholarship and research ability.	1 2 3 4 5	1 2 3 4 5	57-58
Quality of Teaching			
9. Faculty members are well prepared to teach courses.	1 2 3 4 5	1 2 3 4 5	59-60
10. Evaluation procedures are fair and appropriate.	1 2 3 4 5	1 2 3 4 5	61-62
11. Faculty members provide constructive criticism of students' work.	1 2 3 4 5	1 2 3 4 5	63-64
12. Faculty members are aware of new ideas.	1 2 3 4 5	1 2 3 4 5	65-66
13. Faculty members are generally helpful.	1 2 3 4 5	1 2 3 4 5	67-68
14. Teaching methods are appropriate for students in the program.	1 2 3 4 5	1 2 3 4 5	69-70
15. Overall quality of teaching is high.	1 2 3 4 5	1 2 3 4 5	71-72
Faculty Concern for Students			
16. Faculty members are interested in students' welfare and professional development.	1 2 3 4 5	1 2 3 4 5	73-74
17. Opportunities exist for faculty-student interaction outside class.	1 2 3 4 5	1 2 3 4 5	75-76
18. Faculty members are accessible to students.	1 2 3 4 5	1 2 3 4 5	77-78
19. Faculty-students communication exists regarding student needs, concerns, and suggestions.	1 2 3 4 5	1 2 3 4 5	79-80

	IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	DO NOT WRITE IN THIS SPACE __ __ 1 2 / 1 2 3 4
20. Overall, faculty-student relations are good.	1 2 3 4 5	1 2 3 4 5	5-6
Student Commitment			
21. Students demonstrate enthusiastic involvement with the field in informal discussions.	1 2 3 4 5	1 2 3 4 5	7-8
22. Students handle course assignments with care and responsibility.	1 2 3 4 5	1 2 3 4 5	9-10
Research Support			
23. There is integration of thesis/project research and coursework.	1 2 3 4 5	1 2 3 4 5	11-12
24. Students have freedom in choosing a research topic.	1 2 3 4 5	1 2 3 4 5	13-14
25. Formal and informal arrangements exist for consultation with faculty.	1 2 3 4 5	1 2 3 4 5	15-16
26. Procedures for selecting an advisor are clear.	1 2 3 4 5	1 2 3 4 5	17-18
27. Procedures for selecting committee members are clear.	1 2 3 4 5	1 2 3 4 5	19-20
Relevance to Employment			
28. Required courses are useful for present or anticipated employment.	1 2 3 4 5	1 2 3 4 5	21-22

DO NOT WRITE IN THIS SPACE

Part C Adult and Higher Education Curriculum

The following questions relate to the extent that the curriculum meets your needs. In each of the following questions, please indicate your response by circling the appropriate number. In addition, please provide any clarification on the lines following the question.

1. How clear were your goals when you entered the program?

   Not at all clear 1 2 3 4 5 6 7 Very Clear 23

   Comments _____

   _____

   _____

2. Have your goals changed or been maintained since you began your program?

   Completely changed 1 2 3 4 5 6 7 Remained the same 24

   Comments _____

   _____

   _____

3. Has the program been flexible in meeting your needs?

   Very inflexible 1 2 3 4 5 6 7 Very flexible 25

   Comments _____

   _____

   _____

4. Have the core courses provided an adequate foundation for your program of studies?

   Totally inadequate 1 2 3 4 5 6 7 Totally adequate 26

   Comments _____

   _____

   _____

DO NOT WRITE IN THIS SPACE

5. Have you been able to select optional courses relevant to your area of concentration?

Poor selection 1 2 3 4 5 6 7 Good selection 27

Comments _____

_____

_____

6. Have the selected concentration courses provided a balance of breadth and depth in the field of study?

Poor balance 1 2 3 4 5 6 7 Good balance 28

Comments _____

_____

_____

7. Did your research course(s) provide a balance of breadth and depth in understanding research in adult and higher education?

Poor balance 1 2 3 4 5 6 7 Good balance 29

Comments _____

_____

_____

8. Did the research course(s) provide an adequate foundation for your research activities?

Totally inadequate 1 2 3 4 5 6 7 Totally adequate 30

Comments _____

_____

_____

Part D Other Program Components

DO NOT WRITE IN THIS SPACE

The following questions relate to other program components. Please answer only the questions that apply to you. In addition, please provide any clarification on the lines following each segment.

	YES (1)	NO (2)	
1. PHYSICAL RESOURCES			
- requested study space	____	____	31
- received study space	____	____	32
- study space allocated provides a good working environment	____	____	33
- there is a telephone in the study area	____	____	34
- have used the student lounge in B-28	____	____	35
- have used the computers or typewriters in room 648	____	____	36
- have used the Michigan Terminal System (MTS)	____	____	37

Comments _____

_____

_____

	YES (1)	NO (2)	
2. FINANCIAL RESOURCES			
- applied for a graduate assistantship	____	____	38
- received a graduate assistantship	____	____	39
- applied for a scholarship	____	____	40
- received a scholarship	____	____	41
- applied for a research grant	____	____	42
- received a research grant	____	____	43
- applied for a computer account	____	____	44
- received a computer account	____	____	45

If you have had an assistantship while in this program, how would you rate it on the following dimensions?

DO NOT WRITE IN THIS SPACE

Useless academically 1 2 3 4 5 6 7 Useful academically 46

Very uninteresting 1 2 3 4 5 6 7 Very interesting 47

Inappropriate time demands 1 2 3 4 5 6 7 Appropriate time demands 48

Comments _____

_____

_____

3. COMMUNICATION

How frequently do you check your mailbox on the 6th floor?

frequently----------1 49

infrequently----------2

never----------3

How frequently do you read the program bulletin boards?

frequently----------1 50

infrequently----------2

never----------3

How useful do you find the newsletter (Contact) to be as a vehicle for communication of program information?

Not at all useful - 1 2 3 4 5 6 7 Very useful 51

Comments _____

_____

_____

DO NOT WRITE IN THIS SPACE

4. SCHEDULING OF COURSES

At which of the following times have you taken courses? (Circle all that apply.)

morning----------1 52

afternoon----------2

evening----------3

Friday evening/Saturday morning-----4

At which of the following times would you prefer to take courses? (Circle all that apply.)

morning----------1 53

afternoon----------2

evening----------3

Friday night/Saturday morning-------4

no preference----------5

other (specify) _____----6

Comments _____

_____

_____

5. PROGRAM ORIENTATION

Did you attend a program orientation meeting when you entered the program?

yes----------1 54

no----------2

How would you rate the usefulness of the orientation?

Totally useless 1 2 3 4 5 6 7 Extremely useful 55

Comments _____

_____

_____

DO NOT WRITE IN THIS SPACE

6 EXTRACURRICULAR EVENTS

Which of the following have you attended?

	YES (1)	NO (2)	
- program social functions	____	____	56
- formal seminars with invited speakers	____	____	57
- informal brown bag discussions or seminars	____	____	58
- Adult Education Network Meetings	____	____	59

Comments _____

_____

_____

7. RESEARCH ACTIVITIES

Which of the following routes have you chosen? (Circle one only.)

thesis----------1 60

project----------2

not yet determined----------3

8. ADVISEMENT

If you have sought help in the following areas, did you receive appropriate help or advice? (Leave blank any that do not apply to you.)

	YES (1)	NO (2)	
- admission to the program	____	____	61
- counselling in course selection	____	____	62
- selecting an advisor	____	____	63
- proposal development	____	____	64
- proposal approval	____	____	65
- ethics review	____	____	66

	YES (1)	NO (2)	DO NOT WRITE IN THIS SPACE
- research implementation	____	____	67
- preparation of the report	____	____	68

Comments _____

_____

_____

Please return the completed questionnaire and the response form to the drop point in the main office, Industrial and Vocational Education by March 31

OR

send to the Department of Industrial and Vocational Education through the Inter-Campus mail.

THANK YOU

NAME: _____

PHONE NUMBER _____

Are you willing to participate in a follow-up interview?

yes _____

no _____

*Remember: do not include this reply form with your survey. Send the survey and the reply form in separate envelopes.

Thank you for you participation!

FACULTY SURVEY

DO NOT WRITE IN THIS SPACE

Part A Background Information

Please answer the following questions by circling the appropriate response.

1 2 3 4

__ __ 2 1

1. Current Field(s) of Specialization: (Circle all that apply.)

Education K-12	1	5
Higher Education	1	6
Adult Education	1	7
Other (specify)_____	1	8

2. How many years have you been teaching graduate level courses in Adult and Higher Education?

2 years or less	1	9
3-5 years	2	
6-10 years	3	
11 years or more	4	

3. Employment Status:

sessional	1	10
tenured or tenure track position	2	
professor emeritus	3	

DO NOT WRITE IN THIS SPACE

Part B Teaching and Advising Load

1. Currently, how many students in the Adult and Higher Education program are you supervising in the following categories:

   thesis _____ 11-12

   project _____ 13-14

2. The commitment of time to the Adult and Higher Education program constitutes what proportion of your workload?

   less than 1/4----------1 15

   about 1/4----------2

   about 1/2----------3

   about 3/4----------4

   about full-time----------5

3. How do you feel about your workload in the Adult and Higher Education program given your other responsibilities?

   too light----------1 16

   too heavy----------2

   about the right load----------3

4. What impact does your time commitment to the Adult and Higher Education program have on your other responsibilities?

   little or no impact----------1 17

   other work suffers----------2

   other work enhanced----------3

Part C Graduate Studies

DO NOT WRITE IN THIS SPACE

The following statements relate to graduate study. For each item, please indicate (1) how important the statement is to the Adult and Higher Education program in general, and (2) the degree to which the statement expresses what occurs in the Adult and Higher Education Program. Complete the Importance column first for all questions, and repeat the process for Occurrence in the Program.

Importance to the Adult and Higher Education Program	Occurs in this Program
1 very unimportant	1 clearly lacking
2 unimportant	2 somewhat lacking
3 undecided	3 undecided
4 important	4 somewhat evident
5 very important	5 clearly evident

	IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	
Learning Environment			
1. The program encourages different scholarly views.	1 2 3 4 5	1 2 3 4 5	18-19
2. There is mutual respect between students and faculty.	1 2 3 4 5	1 2 3 4 5	20-21
3. There is a team effort among the students and faculty in meeting program goals.	1 2 3 4 5	1 2 3 4 5	22-23
4. There is mutual support among students in meeting academic demands.	1 2 3 4 5	1 2 3 4 5	24-25
5. Faculty members are receptive to new ideas and ways of doing things.	1 2 3 4 5	1 2 3 4 5	26-27
Scholarly Excellence			
6. The program provides a stimulating intellectual environment.	1 2 3 4 5	1 2 3 4 5	28-29
7. Students exhibit a high degree of scholarship and ability.	1 2 3 4 5	1 2 3 4 5	30-31

		IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	DO NOT WRITE IN THIS SPACE
8.	Faculty members exhibit a high degree of scholarship and research ability.	1 2 3 4 5	1 2 3 4 5	32-33
Quality of Teaching				
9.	Faculty members are well prepared to teach courses.	1 2 3 4 5	1 2 3 4 5	34-35
10.	Evaluation procedures are fair and appropriate.	1 2 3 4 5	1 2 3 4 5	36-37
11.	Faculty members provide constructive criticism of students' work.	1 2 3 4 5	1 2 3 4 5	38-39
12.	Faculty members are aware of new ideas.	1 2 3 4 5	1 2 3 4 5	40-41
13.	Faculty members are generally helpful.	1 2 3 4 5	1 2 3 4 5	42-43
14.	Teaching methods are appropriate for students in this program.	1 2 3 4 5	1 2 3 4 5	44-45
15.	Overall quality of teaching is high.	1 2 3 4 5	1 2 3 4 5	46-47
Faculty Concern for Students				
16.	Faculty members are interested in students' welfare and professional development.	1 2 3 4 5	1 2 3 4 5	48-49
17.	Opportunities exist for faculty-student interaction outside class.	1 2 3 4 5	1 2 3 4 5	50-51
18.	Faculty members are accessible to students.	1 2 3 4 5	1 2 3 4 5	52-53
19.	Faculty-students communication exists regarding student needs, concerns, and suggestions.	1 2 3 4 5	1 2 3 4 5	54-55
20.	Overall, faculty-student relations are good.	1 2 3 4 5	1 2 3 4 5	56-57

	IMPORTANCE V.U.--V.I.	OCCURRENCE C.L.--C.E.	DO NOT WRITE IN THIS SPACE
Student Commitment			
21. Students demonstrate enthusiastic involvement with the field in informal discussions.	1 2 3 4 5	1 2 3 4 5	58-59
22. Students handle course assignments with care and responsibility.	1 2 3 4 5	1 2 3 4 5	60-61
Research Support			
23. There is integration of thesis/project research and coursework.	1 2 3 4 5	1 2 3 4 5	62-63
24. Students have freedom in choosing a research topic.	1 2 3 4 5	1 2 3 4 5	64-65
25. Formal and informal arrangements exist for consultation with faculty.	1 2 3 4 5	1 2 3 4 5	66-67
26. Procedures for selecting an advisor are clear.	1 2 3 4 5	1 2 3 4 5	68-69
27. Procedures for selecting committee members are clear.	1 2 3 4 5	1 2 3 4 5	70-71
Relevance to Employment			
28. Required courses are useful for present or anticipated employment.	1 2 3 4 5	1 2 3 4 5	72-73
Program Administration			
29. Faculty are involved in decision-making about program requirements.	1 2 3 4 5	1 2 3 4 5	74-75
30. Faculty are involved in decision-making about program administration.	1 2 3 4 5	1 2 3 4 5	76-77
31. Directives from the chairman are clear and appropriate.	1 2 3 4 5	1 2 3 4 5	78-79
32. The chairman receives and considers feedback about program operation.	1 2 3 4 5	1 2 3 4 5	1 2 2/3 2/4 5-6

Part D Adult and Higher Education Curriculum

DO NOT WRITE IN THIS SPACE

The following questions relate to the extent that the curriculum meets the students' needs. In each of the following questions, please indicate your response by circling the appropriate number. In addition, please provide any clarification on the lines following the question. If you feel that you lack sufficient information to respond, do not answer the question(s).

1. Is the program been flexible in meeting student needs?

   Very inflexible 1 2 3 4 5 6 7 Very flexible 7

   Comments _____

   _____

   _____

2. Do the core courses provided an adequate foundation for the program?

   Totally inadequate 1 2 3 4 5 6 7 Totally adequate 8

   Comments _____

   _____

   _____

3. Is an adequate selection of courses available for an area of concentration to be developed?

   Poor selection 1 2 3 4 5 6 7 Good selection 9

   Comments _____

   _____

   _____

4. Do the concentration courses provide a balance of breadth and depth in the field of study?

   Poor balance 1 2 3 4 5 6 7 Good balance 10

   Comments _____

   _____

   _____

DO NOT WRITE IN THIS SPACE

5. Do the research course(s) provide a balance of breadth and depth in understanding research in adult and higher education?

Poor balance 1 2 3 4 5 6 7 Good balance 11

Comments _____

_____

_____

6. Do the research course(s) provide an adequate foundation for research activities?

Totally inadequate 1 2 3 4 5 6 7 Totally adequate 12

Comments _____

_____

_____

Part E Other Program Components

The following questions relate to other program components. Please provide any clarification on the lines following each segment.

1. NEWSLETTER

How useful do you find the newsletter (Contact) to be as a vehicle for communication of program information?

Not at all useful 1 2 3 4 5 6 7 Very useful 13

Comments _____

_____

_____

2. SCHEDULING OF COURSES

DO NOT WRITE IN THIS SPACE

At which of the following times have you taught courses in the Adult and Higher Education program?

morning----------1 | 14

afternoon----------2 | 15

evening----------3 | 16

Friday evening/Saturday morning-----4 | 17

At which of the following times would you prefer to teach courses?

morning----------1 | 18

afternoon----------2 | 19

evening----------3 | 20

Friday night/Saturday morning-------4 | 21

no preference----------5 | 22

other (specify) _____----6 | 23

Comments _____

_____

_____

3. EXTRACURRICULAR EVENTS

Which of the following functions have you attended?

	YES (1)	NO (2)	
- program social functions	_____	_____	24
- formal seminars with invited speakers	_____	_____	25
- informal brown bag discussions or seminars	_____	_____	26
- Adult Education Network Meetings	_____	_____	27

Comments _____

_____

_____

4. ADMINISTRATION/ADVISING

DO NOT WRITE IN THIS SPACE

How heavily have you been involved in the following task areas with students in the Adult and Higher Education program? (Rate all that apply.)

	LIGHT INVOLVEMENT				HEAVY INVOLVEMENT	
- admission to the program	1	2	3	4	5	28
- counselling in course selection	1	2	3	4	5	29
- selecting an advisor	1	2	3	4	5	30
- research proposal development	1	2	3	4	5	31
- research proposal approval	1	2	3	4	5	32
- research ethics review	1	2	3	4	5	33
- research implementation	1	2	3	4	5	34
- preparation of the research report	1	2	3	4	5	35
- program development (general)	1	2	3	4	5	36
- curriculum development (courses)	1	2	3	4	5	37

Comments _____

_____

_____

Any other comments about the Master's Program in Adult and Higher Education and you involvement with it?

_____

_____

_____

_____

_____

_____

Please return the completed questionnaire and the response form to the drop point in the main office, Industrial and Vocational Education by March 31

OR

send to the Department of Industrial and Vocational Education through the Inter-Campus mail.

THANK YOU

APPENDIX B: LETTER TO RESPONDENTS

«data a:students.doc»

March 21, 1989

«name»
«address»
«city», «province»
«code»

Dear «firstname»:

RE: ADULT AND HIGHER EDUCATION PROGRAM EVALUATION

Three years ago the University of Alberta received approval from Alberta Advanced Education to implement a Master's Program in Adult and Higher Education. With the implementation phase drawing to a close, and in an effort to make improvements to the program, it is necessary to appraise the program. On behalf of the Department of Industrial and Vocational Education, I am undertaking a study to gather information during the formative phase of program development. The evaluation process will be continued by other means next year. The data I am gathering will be used in my thesis.

As a student in the program, you have an important contribution to make to the evaluation. The enclosed survey provides you with an opportunity to formally provide feedback about the program--to discuss the aspects you are happy with, and to specify the areas that need attention. Your opinions are significant. Your participation in this study would be greatly appreciated.

The attached survey will take approximately 30 minutes to complete. Enclosed with the survey is a separate reply form. You are asked to complete the reply form after you have completed the survey and to mail it in a separate envelope. This reply form serves the following two functions:

1. you may indicate your preference regarding a follow-up interview

2. to prevent any unnecessary follow-up reminders.

Your participation in this study is, of course, voluntary. I hope, however, that you will find the survey interesting and take the time to complete the questions. Please complete and return the survey to the Department of Vocational Education by March 31. I look forward to hearing from you.

Sincerely,

Cathy MacPhail
Adult and Higher Education
Program

Enclosure

«data a:profs.doc»

March 21, 1988

«name»
«department»
«address»
University of Alberta
Edmonton, Alberta
«code»

Dear «prof»:

RE: ADULT AND HIGHER EDUCATION PROGRAM EVALUATION

Three years ago the University of Alberta received approval from Alberta Advanced Education to implement a Master's Program in Adult and Higher Education. With the implementation phase drawing to a close, and in an effort to make improvements to the program, it is necessary to appraise the program. On behalf of the Department of Industrial and Vocational Education, I am undertaking a study to gather information during the formative phase of program development. The evaluation process will be continued by other means next year. The data I am gathering will be used in my thesis.

As a faculty member involved with the program, you have an important contribution to make to the evaluation. The enclosed survey provides you with an opportunity to formally provide feedback about the program--to discuss the aspects you are happy with and to specify the areas that need attention. Your opinions are significant. Your participation in this study would be greatly appreciated.

The attached survey will take approximately 30 minutes to complete. Enclosed with the survey is a separate reply form. You are asked to complete the reply form after you have completed the survey and to mail it in a separate envelope. This reply form serves the following two functions:

1. you may indicate your preference regarding a follow-up interview

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Your participation in this study is, of course, voluntary. I hope, however, that you will find the survey interesting and take the time to complete the questions. Please complete and return the survey to the Department of Vocational Education by March 31. I look forward to hearing from you.

Sincerely,

Cathy MacPhail
Adult and Higher Education
Program

Enclosure

APPENDIX C: PROGRAM DESCRIPTIONS

UNIVERSITY OF ALBERTA

MASTER OF EDUCATION PROGRAM

IN

ADULT AND HIGHER EDUCATION
(Tentative Description)

The Faculty of Education is currently planning the implementation of an M.Ed. program in Adult and Higher Education. Although various details of the program have yet to be finalized, applications from prospective students are being received. A limited number of applicants will be admitted for the 1985-86 Winter Session. The purpose of this statement is to provide prospective applicants with a tentative description of the program and with information on application procedures.

1. Purpose

Program objectives for the Master of Education degree in Adult and Higher Education are oriented toward providing learning opportunities for both practitioners and scholars in these general areas. The program will focus on the following objectives:

1. to develop an awareness of diverse social and cultural forces affecting the need for and the provision of adult and higher education;

2. to provide a basic theoretical knowledge in adult and higher education to guide students in selecting appropriate methods and materials in working with adults;

3. to provide preparation at the graduate level for persons engaged in, or equipping themselves for, teaching adults, administering programs or providing support services in institutional and non-institutional settings;

4. to develop knowledge and skills necessary in conducting, interpreting and applying research to the growth of the profession; and,

5. to apply knowledge and skills in addressing theoretical and practical problems in adult and higher education.

The structure of the program is intended to be sufficiently flexible to accommodate a broad range of interests and to be relevant to a variety of career goals.

2. Program Structure

The Master of Education in Adult and Higher Education includes learning opportunities similar to those offered in other programs -- courses, research projects and field activities. A program of study designed to satisfy degree requirements will be structured to reflect each student's special interests and career goals. The structure of the program provides for study in core areas common for all students and a specialization defined on an individual basis.

Five areas have been defined tentatively as forming the core of the program. These are as follows:

1. Scope and structures of postsecondary education -- the ways and forms in which adult and higher education have developed. (Ed. Adm. 571: Organization of Postsecondary Education)

2. Foundations of adult and higher education -- history, philosophy and sociology of adult and higher education and their implications for practice. (Ed. Adu. 577: Adult Education as a Field of Study)

3. Characteristics of adult learners -- psychological, and physiological perspectives on adults and their implications for learning. (Ed. Adu 521: Psychology of Learning and Teaching at the Adult Level)

4. Planning, implementation and evaluation of learning opportunities based upon principles of program planning, learning and instructional design. (Ed. Adu 511: Instructional Design in Postsecondary Education)

5. Instructional methods, materials and techniques in postsecondary education. (Ed. Adu 5xx Pending)

The course designations currently associated with these core areas are identified in the parenthetical statements.

Each of these core areas can be examined through a variety of learning activities. The core components in the program enable students and faculty members to identify with one another in a community of scholarship. They provide a common base of knowledge and skills, both theoretical and practical, in adult and higher education.

In addition to the core components, the program structure also provides for specialization through additional courses, research and/or field experiences. Specializations may be developed in instructional, administrative and support service areas through offerings provided in the Faculty of Education, other Faculties of the University of Alberta, and other

universities or through field placements. In some instances, internships may be arranged as an integral part of the graduate program. Specializations may be related to specific career roles (community college administrator, curriculum development in adult education) or to areas of work (adult basic education, English as a Second Language, continuing education). Departments within the Faculty of Education and other faculties provide opportunities for pursuing specific program specializations.

3. Program Routes

The Master of Education in Adult and higher Education provides for both a thesis and a project route. Specific requirements in the alternative routes are as follows:

Thesis Route (10 courses plus thesis)

1. Four courses, one in each of four core areas.
2. At least one course in research methodology.
3. Elective courses.
4. At least seven courses must be at the 500 level.
5. Graduate thesis in the specialization area.

Project Route (16 courses, including a project)

1. Four courses, one in each of four core areas.
2. Four courses in a specialization.
3. At least one course in research methodology.
4. Elective courses
5. At least twelve courses must be at the 500 level.
6. A research or field project equivalent to at least one course.

In these requirements, a course is rated as "3 hours" (*3) and involves 3 hours of classes per week for 13 weeks, or equivalent.

4. Admission Requirements

The minimum requirements for admission into the Faculty of Graduate Studies and Research include (1) meeting certain academic standards, and (2) being recommended by the administrator of the unit which offers particular graduate programs. In addition, non-Canadian students whose first language is not English must obtain a satisfactory score on a language examination.

Applicants for admission to the M.Ed. program in Adult and Higher Education must hold a baccalaureate degree with a grade-point average (GPA) of at least 6.0 in courses taken during the last two undergraduate years at the University of Alberta, or an equivalent qualification from another institution.

Normally, admission to a master's degree in Education requires an undergraduate degree of a four-year program. An applicant holding a three-year degree may be admitted as a qualifying graduate student. Admission to graduate study in adult and higher education will normally be restricted to persons who have had two year's practical experience related to the proposed field of study.

5. Program Requirements

The general requirements of the Faculty of Graduate Studies and Research as outlined in the calendar apply to the program in Adult and Higher Education. Although applicants should familiarize themselves with all regulations, those which relate to residence and time limit merit particular attention.

Residence. In order to fulfill the residence requirement of a master's program, a student must be registered as full-time for a period of at least two four-month terms. For purposes of residence, a term is defined as First Term (September-December) or Second Term (January-April). Credit for one of the two required terms of residence may be satisfied by attendance in a May-August (Spring and Summer Session) period. Students are categorized as being full-time when they are registered for three or more courses (or equivalent work on a research project) in a term. Since the Master of Education in Adult and Higher Education degree program will be of interest to a wide range of adult educators, alternatives to the eight-month residency requirement are under consideration. Although full-time study is encouraged, proposals are being developed to permit students who are unable to attend day classes on a full-time basis to complete the program by participating on a two-year basis in afternoon or evening classes one day a week during the Winter Session (September-April) combined with registration in Spring and Summer Session.

Time Limit. A candidate for the Master of Education degree in Adult and Higher Education is expected to complete all of the program requirements with reasonable continuity over a period not extending beyond four years of the time of the first registration in a graduate class in this program.

Prospective applicants are advised to consider the implications of these requirements during the preliminary stages of applying for admission to the program.

6. Admission Procedures

Applicants should familiarize themselves with the requirements of the Faculty of Graduate Studies and Research as defined in the Faculty calendar as well as with the requirements of the program outlined in this statement. Additional information about courses and programs available is contained in the University of Alberta calendar which may be purchased at the University Bookstore. Information about courses offered in Spring Session, Summer Session or the Off-Campus Credit Program is included in the Special Sessions calendar. The timetable for courses offered in the Winter Session is contained in the Advanced Registration or In-Person Registration booklets.

The following steps should be followed in applying for admission to the M.Ed. program in Adult and Higher Education:

1. Complete the Preliminary Application Form of the Faculty of Graduate Studies and Research;

2. Complete the Supplementary Application for Admission to the Master of Education Program in Adult and Higher Education;

3. Return the completed forms to the following address:

E. Miklos, Associate Dean
Faculty of Education
845 Education South
University of Alberta
Edmonton T6G 2G5

After the preliminary application has been reviewed, prospective students will be advised as to whether or not to proceed with a formal application for admission. Consultation with an advisor may be deemed advisable. If so, information will be provided on the person to be contacted. The final decision on an application will be based on the recommendations of an Admission Committee. Meeting the minimum requirements does not ensure admission to the program.

June, 1985

UNIVERSITY OF ALBERTA

MASTER OF EDUCATION PROGRAM

IN

ADULT AND HIGHER EDUCATION
(Tentative Description)

The Faculty of Education initiated an M.Ed. program in Adult and Higher Education in September of 1985. Courses in the area are offered by various departments, and program coordination is provided through the Office of the Dean. Admission to the program is limited, and not all applicants who meet the minimum requirements can be accommodated. In order to ensure fairness in assessment of applicants, decisions on applications are made only at specified times of year. Consequently, applicants should be prepared for the possibility of a delay in being informed of the final decision on an application.

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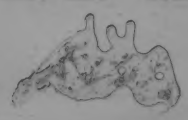

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Prospective applicants are advised to consider the implications of these requirements during the preliminary stages of applying for admission to the program.

6. Admission Procedures

Applicants should familiarize themselves with the requirements of the Faculty of Graduate Studies and Research as defined in the Faculty calendar as well as with the requirements of the program outlined in this statement. Additional information about courses and programs available is contained in the University of Alberta calendar which may be purchased at the University Bookstore. Information about courses offered in Spring Session, Summer Session or the Off-Campus Credit Program is included in the Special Sessions calendar. The timetable for courses offered in the Winter Session is contained in the Registration Procedures booklet.

The following steps should be followed in applying for admission to the M.Ed. program in Adult and Higher Education:

1. Complete the Preliminary Application Form of the Faculty of Graduate Studies and Research;

2. Complete the Supplementary Application for Admission to the Master of Education Program in Adult and Higher Education;

3. Return the completed forms to the following address:

   Coordinator, Adult & Higher Education Program
   Faculty of Education
   845 Education South
   University of Alberta
   Edmonton T6G 2G5

After the preliminary application has been reviewed, prospective students will be advised as to whether or not to proceed with a formal application for admission. Consultation with an advisor may be deemed advisable. If so, information will be provided on the person to be contacted. The final decision on an application will be based on the recommendations of an Admission Committee. Meeting the minimum requirements does not ensure admission to the program.

April, 1986

COURSE DESCRIPTIONS
RELATING TO THE MASTER'S PROGRAM
IN ADULT AND HIGHER EDUCATION

FACULTY OF EDUCATION
UNIVERSITY OF ALBERTA

MAY, 1986

EDADM 571 The Organization of Postsecondary Education

The objective of this course is to provide students with a survey of the field of postsecondary education with particular emphasis upon Canadian institutions and systems. Topics such as the philosophy, purposes and development of postsecondary education, provincial postsecondary systems, and evolving organizational forms will receive attention.

EDADM 572 The Administration of Postsecondary Education

This course is designed to provide an in-depth study of the administration of postsecondary institutions with some specific emphasis upon the comprehensive community college. Students will be encouraged to consider the specific issues of interest to them and to pursue them in depth during the course. Although topics of interest might include system-level relationships, the primary focus will be upon institutional governance. EDADM 571 is a prerequisite.

EDADU 439 Methods and Programs in the Teaching of English as a Second Language to Adults

By the end of the two semester sequence of EDCI 407 (a prerequisite) and EDADU 439, the student will achieve the following objectives:

1. Have a clear understanding of some of the various approaches, methods, and techniques used in an ESL setting.

2. Be able to discuss general considerations and provide specific ideas for planning and teaching in the main skill areas -- listening, speaking, grammar, and vocabulary, reading and writing.

3. Be able to discuss general principles of ESL classroom management.

4. Be able to evaluate critically ESL material and choose and adapt material appropriate to a particular set of learners.

5. Be able to discuss current issues in ESL, with particular reference to Alberta.

6. Have an awareness of and the ability to utilize the various government and community resource services in ESL.

EDADU 460 Methods and Programs in Postsecondary Adult Education I

This course treats the following topics: the characteristics of the adult learner -- physiological changes; the characteristics of the adult learner -- psychological changes; general theories of learning; theories of learning of adults; and theories of teaching.

EDADU 461 Methods and Programs in Postsecondary Adult Education II

This course treats the following topics: an alternative approach to curriculum development; course unitization; the Competency Analysis Profile (CAP) System for program planning and development; and the DACUM System for curriculum planning and development.

EDADU 511 Instructional Design in Postsecondary Education

This course deals with the systematic design of instructional materials, particularly the approach commonly called Instructional Systems Development.

The course has three goals for the student:

1. To understand the background, operation and current status of the systematic design of instruction.

2. To determine the special characteristics of adult learners as they pertain to the acquisition of information from and about the external world.

3. To complete a project that will demonstrate and extend the student's cognitive knowledge and skills relative to Goals 1 and 2 above in an applied area of the student's choice.

EDADU 521 The Psychology of Learning and Teaching at the Adult Level

This course provides a study of learning and teaching from the background of educational and developmental psychology.

It presents a conceptual framework for understanding the teaching of adults and analyzes models of teaching which can be used in adult education such as information processing, the personal family model, the social family model, behavioral models, and the training model. The course also analyzes adult development in light of factors which affect learning such as motivation, intelligence, physical and sensory change, memory and forgetting, and personality.

EDADU 523 The Administration of Further Education

This course starts with the exploration of needs of the adult learner in various phases throughout the continuity of life, and reviews traditional and contemporary responses to these needs. The major part of the course deals with the organization and administration of programs in continuing and further education at both local and provincial levels.

EDADU 577 Adult Education as a Field of Study

This seminar deals with topics related broadly to adult education as a field of study. It treats the history, origin and development of adult education in Britain, the U.S.A., Canada and selected third world countries; the evolution of adult education as a field of activity and of study; and various definitions of the term "adult education." It also considers various philosophies of adult education and learning, together with underlying values informing these philosophies.

EDADU 579 Case Studies in Adult Education

This seminar examines and analyzes a variety of adult education programs in Canada and elsewhere to determine who is serving what needs, by what means, and for what reasons. Through discussion of case studies, principles, policies and practices of adult education will be identified and evaluated. The seminar is divided into three parts: the context of adult education; the response of adult educators; and new directions in adult education programs.

EDFDN 541 The History of Higher Education

This course investigates the development of higher education from ancient times to the present. Attention is given to the growth of universities, colleges and selected aspects of higher education in Canada. The problem of educational change is examined with reference to historical factors of administration, student activity and curriculum.

GROUP AND INDEPENDENT STUDY COURSES

EDADU 551 Selected Topics in Adult Education

This is an umbrella number which is used for special or exploratory offerings to groups.

EDADU 555 Research Project in Adult Education

This is a number used to give credit to students who work with a professor on a professor-initiated research project.

EDADU 557 Independent Study in Adult Education

COURSES DEVELOPED BUT NOT OFFERED

EDADU 457 Teaching a Second Language to Adults

This course has never been offered.

EDADU 484 Community Home Economics Education

PROPOSED COURSES

EDADU 560 Instructional Methods in Adult and Higher Education

Coordinated by the Department of Industrial and Vocational Education.

This course explores various teaching/learning methods used in adult and higher education with concentration on recent developments. Emphasis will be placed on the facilitation of learning through the utilization of instructional strategies, instructional management techniques, group dynamics and learning/teaching styles.

EDADU 5XX Learning Systems in the Community

Coordinated by the Department of Educational Foundations.

EDADU 5XX Literacy in Adult Education

Coordinated by the Department of Elementary Education.

This is a graduate offering designed for teachers and coordinators of adult literacy programs at an adult basic education level. In the intitial part of the course, students will be encouraged through readings and class discussions to rethink and reformulate concepts of literacy, reading, and writing in relation to adults. The major focus of the course will be instructional techniques for use with adults in literacy programs, and this will involve both classroom and practicum work. Other topics will include critical analysis of materials, planning and implementing literacy programs, and issues in adult literacy.

EDADU 5XX The Use of Educational Media with Adult Learners

Coordinated by the Department of Secondary Education (No prerequisite).

FACULTY OF EXTENSION

Note:

The Faculty of Extension offers a number of short courses and seminars in adult and higher education, which can be considered as part of an independent study course. Prior approval must be obtained for such registration from the student's advisor.

RESEARCH COURSES
OFFERED IN THE FACULTY OF EDUCATION

The selection of an appropriate research course or courses is to be made in consultation with the student's advisor, taking into account the student's interests and proposed research. It is recommended that a research course or courses be undertaken early in the student's program.

Research Methodology

1. EDADM 512 Research Design and Analysis II

   This course is recommended as a means of satisfying the program requirement of at least one course in research methodology. This course has no prerequisite other than admission to the program. As well, a special section of this course has been designed to suit the particular needs and interests of adult educators.

2. EDIND 595 Survey of Industrial and Vocational Education Research II (EDIND 593 is a prerequisite.)

3. EDPSY 503 Introduction to Methods of Educational Research (EDPSY 501 is a prerequisite.)

Statistics

4. EDADM 511 Research Design and Analysis I

5. EDIND 593 Survey of Industrial and Vocational Education Research I

6. EDPSY 501 Data Analysis in Education

7. EDPSY 504 Statistics and Research Design in Education (6 credit; EDPSY 501 and EDPSY 503 are prerequisites.)

Others

8. EDCI 511 Introduction to Educational Research

9. EDCI 596 Research Methods in Secondary Education

10. EDCI 597 Research Design in Secondary Education

11. EDFDN 554 Philosophical Foundations of Educational Research

12. EDFDN 557 Learning and the Philosophy of Knowledge

13. EDFDN 563 Research Methods in the Sociology of Education

UNIVERSITY OF ALBERTA

MASTER OF EDUCATION PROGRAM

IN

ADULT AND HIGHER EDUCATION
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Project Route (16 courses, including a project)

1. Four courses, one in each of four core areas.
2. Four courses in a specialization.
3. At least one course in research methodology.
4. Elective courses
5. At least twelve courses must be at the 500 level.
6. A research or field project equivalent to at least one course.

In these requirements, a course is rated as "3 hours" (*3) and involves 3 hours of classes per week for 13 weeks, or equivalent.

4. Admission Requirements

The minimum requirements for admission into the Faculty of Graduate Studies and Research include (1) meeting certain academic standards, and (2) being recommended by the administrator of the unit which offers particular graduate programs. In addition, non-Canadian students whose first language is not English must obtain a satisfactory score on a language examination.

Applicants for admission to the M.Ed. program in Adult and Higher Education must hold a baccalaureate degree with a grade-point average (GPA) of at least 6.0 in courses taken during the last two undergraduate years at the University of Alberta, or an equivalent qualification from another institution.

Normally, admission to a master's degree in Education requires an undergraduate degree of a four-year program. An applicant holding a three-year degree may be admitted as a qualifying graduate student. Admission to graduate study in adult and higher education will normally be restricted to persons who have had two year's practical experience related to the proposed field of study.

5. Program Requirements

The general requirements of the Faculty of Graduate Studies and Research as outlined in the calendar apply to the program in Adult and Higher Education. Although applicants should familiarize themselves with all regulations, those which relate to residence and time limit merit particular attention.

Residence. In order to fulfill the residence requirement of a master's program, a student must be registered as full-time for a period of at least two four-month terms. For purposes of residence, a term is defined as First Term (September-December) or Second Term (January-April). Credit for one of the two required terms of residence may be satisfied by attendance in a May-August (Spring and Summer Session) period. Students are categorized as being full-time when they are registered for three or more courses (or equivalent work on a research project) in a term. Since the Master of Education in Adult and Higher Education degree program will be of interest to a wide range of adult educators, alternatives to the eight-month residency requirement are under consideration. Although full-time study is encouraged, proposals are being developed to permit students who are unable to attend day classes on a full-time basis to complete the program by participating on a two-year basis in afternoon or evening classes one day a week during the Winter Session (September-April) combined with registration in Spring and Summer Session.

Time Limit. A candidate for the Master of Education degree in Adult and Higher Education is expected to complete all the program requirements with reasonable continuity over a period not extending beyond four years of the time of the first registration in a graduate class in this program.

Prospective applicants are advised to consider the implications of these requirements during the preliminary stages of applying for admission to the program.

6. Admission Procedures

Applicants should familiarize themselves with the requirements of the Faculty of Graduate Studies and Research as defined in the Faculty calendar as well as with the requirements of the program outlined in this statement. Additional information about courses and programs available is contained in the University of Alberta calendar which may be purchased at the University Bookstore. Information about courses offered in Spring Session, Summer Session or the Off-Campus Credit Program is included in the Special Sessions calendar. The timetable for courses offered in the Winter Session is contained in the Registration Procedures booklet.

The following steps should be followed in applying for admission to the M.Ed. program in Adult and Higher Education:

1. Complete the Preliminary Application Form of the Faculty of Graduate Studies and Research;

2. Complete the Supplementary Application for Admission to the Master of Education Program in Adult and Higher Education;

3. Return the completed forms to:

Dr. J.M. Small, Coordinator
Adult & Higher Education Programs
Faculty of Education
845 Education South
University of Alberta
Edmonton T6G 2G5

After the preliminary application has been reviewed, prospective students will be advised as to whether or not to proceed with a formal application for admission. Consultation with an advisor may be deemed advisable. If so, information will be provided on the person to be contacted. The final decision on an application will be based on the recommendations of an Admission Committee. Meeting the minimum requirements does not ensure admission to the program.

July, 1986

UNIVERSITY OF ALBERTA

MASTER OF EDUCATION PROGRAM

IN

ADULT AND HIGHER EDUCATION

The Faculty of Education initiated an M.Ed. program in Adult and Higher Education in September of 1985. Courses in the area are offered by various departments, and program coordination is provided through the Office of the Dean. Admission to the program is limited, and not all applicants who meet the minimum requirements can be accommodated. In order to ensure fairness in assessment of applicants, decisions on applications are made only at specified times of year. Applications for admission must be completed by the following dates: Spring Term: March 1; Fall Term: July 1; and Winter Term: November 1.

1. Program Purpose

The Program for the Master of Education degree in Adult and Higher Education is oriented toward providing learning opportunities for both practitioners and scholars in areas of interest to them. Program objectives include:

1. to develop an awareness of diverse social and cultural forces affecting the need for and the provision of adult and higher education;

2. to provide a solid theoretical knowledge in adult and higher education to guide students in selecting appropriate methods and materials in working with adults;

3. to provide preparation at the graduate level for persons engaged in, or equipping themselves for, teaching adults, administering programs or providing support services in institutional and non-institutional settings;

4. to develop knowledge and skills necessary in conducting, interpreting and applying research to the growth of the profession; and,

5. to apply knowledge and skills in addressing theoretical and practical problems in adult and higher education.

2. Program Structure

The Master of Education in Adult and Higher Education includes learning opportunities similar to those offered in other programs -- courses, research projects and field activities. A program of study designed to satisfy degree requirements will be structured to reflect each student's personal and professional goals. The structure of the program provides for study in core areas common for all students and a specialization defined on an individual basis.

Five areas have been defined as forming the core of the program. These are listed below. Normally, a minimum of one course in each area is required. (See Recommended Core Courses)

1. Scope and structures of postsecondary education -- the ways and forms in which adult and higher education have developed;

2. Foundations of adult and higher education -- history, philosophy and sociology of adult and higher education and their implications for practice;

3. Characteristics of adult learners -- psychological, and physiological perspectives on adults and their implications for learning;

4. Program and Curriculum Planning, implementation and evaluation in adult and higher education;

5. Instructional methods, materials and techniques in adult and higher education;

An additional requirement is at least one course in Research methods in adult and higher education.

In addition to the core components, the program structure also provides for specialization through courses, research and field experiences. Specializations may be developed in instructional, administrative and support service areas or in the foundations of adult and higher education through offerings provided in the Faculty of Education, other Faculties of the University of Alberta, and other universities or through field placements. In some instances, internships may be arranged as an integral part of the program. Specializations may be related to specific career roles such as community college administrator, curriculum developer or to areas of instruction such as adult basic education, English as a Second Language, nursing, trades or academic subjects.

3. Program Routes

The Master of Education in Adult and Higher Education provides for both a thesis and a project route. Normal requirements in the alternative routes are as follows:

Thesis Route (10 courses plus thesis)

1. Five courses, one in each of five core areas.
2. At least one course in research methodology (two recommended).
3. Elective courses.
4. Graduate thesis in the specialization area.

Note: At least seven courses must be at the 500 level.

Project Route (the equivalent of 14 courses, plus a project)

1. Five courses, one in each of five core areas.
2. Four courses in a specialization.
3. At least one course in research methodology.
4. Elective courses and/or field work
5. A research or field project

Note: At least nine courses must be at the 500 level.

In these requirements, a course is rated as "3 hours" (*3) and involves 3 hours of classes per week for 13 weeks, or equivalent.

4. Admission Requirements

The requirements for admission into the Faculty of Graduate Studies and Research include (1) meeting certain academic standards, and (2) being recommended by the administrator of the unit which offers particular graduate programs. In addition, non-Canadian students whose first language is not English must obtain a satisfactory score on a language examination.

Applicants for admission to the M.Ed. program in Adult and Higher Education must hold a four-year baccalaureate degree and a grade-point average (GPA) of at least 6.5 in the last 20 courses taken at the University of Alberta, or equivalent institution. Admission will normally be restricted to persons who have had practical experience related to adult or higher education.

An applicant holding a three-year degree may be admitted as a qualifying graduate student. Eight courses are required to complete the qualifying year.

5. Requirements of the Faculty of Graduate Studies & Research

The general requirements of the Faculty of Graduate Studies and Research as outlined in the calendar apply to the program in Adult and Higher Education. Although applicants should familiarize themselves with all regulations, those which relate to residence and time limit merit particular attention.

Residence. In order to fulfill the residence requirement of a master's program, a student must be registered as full-time for a period of at least two four-month terms. For purposes of residence, a term is defined as First Term (September-December) or Second Term (January-April). Credit for one of the two required terms of residence may be satisfied by attendance in a May-August (Spring and Summer Session) period. Students are categorized as being full-time when they are registered for three or more courses (or equivalent) in a term. Since the Master of Education in Adult and Higher Education degree program will be of interest to a wide range of adult educators, alternatives to the eight-month residency requirement are under consideration.

Time Limit. A candidate for the Master of Education degree in Adult and Higher Education is expected to complete all the program requirements with reasonable continuity over a period not extending beyond four years of the time of the first registration in a graduate class in this program.

Prospective applicants are advised to consider the implications of these requirements during the preliminary stages of applying for admission to the program.

6. Admission Procedures

Applicants should familiarize themselves with the requirements and deadlines of the Faculty of Graduate Studies and Research as defined in the Faculty calendar as well as with the requirements of the program outlined in this statement. Additional information is contained in the University of Alberta calendar which may be purchased at the University Bookstore. Information about courses offered in Spring Session, Summer Session or the Off-Campus Credit Program is included in the Special Sessions calendar. The timetable for courses offered in the Winter Session is contained in the Registration Procedures booklet.

The following steps should be followed in applying for admission to the M.Ed. Program in Adult and Higher Education:

Step 1

Complete the Preliminary Application Form of the Faculty of Graduate Studies and Research;

Complete the Supplementary Application for Admission to the Master of Education Program in Adult and Higher Education;

Return the completed forms to:

Coordinator
Adult & Higher Education Programs
Faculty of Education
845 Education South
University of Alberta
Edmonton T6G 2G5

Step 2

After the preliminary application has been reviewed, prospective students will be advised as to whether or not to proceed with a formal application for admission. Consultation with an advisor may be necessary. If so, information will be provided on the person to be contacted.

Step 3

Prospective students will be notified to complete the formal application for admission and to return it to the coordinator well before the deadline for the term in which the program is to commence. The final decision on an application will be based on the recommendations of an Admission Committee. Meeting the minimum requirements does not ensure admission to the program.

Step 4

The applicant is notified directly by the Faculty of Graduate Studies and research concening the admission decision.

Step 5

The successful applicant arranges an interview with an advisor to plan the program and obtain instructions for registering in approved courses.

Step 5

The successful applicant completes registration in approved courses. Only courses approved as part of the student's official program are guaranteed as meeting program requirements. Any changes in program require the Coordinator's approval.

If further information is required, please contact the office at the above address or phone (403) 432-3751.

Recommended Core Courses

Scope and Structures: EDADM 571

Foundations: EDADU 577, EDFDN 541

Characteristics of Adult Learners: EDADU 521

Program and Curriculum: EDADU 461, EDADU 511, EDCI 549, EDADU 551 (College Curriculum)

Instructional Methods: EDADU 460, EDADU 530, EDADU 551 (College Teaching)

Research Requirement: EDADM 511 (Special Section)
EDADM 512 (Special Section)

(Note: all students are advised to take EDADM 511, and thesis students should also take EDADM 512)

January 1987

UNIVERSITY OF ALBERTA

MASTER OF EDUCATION PROGRAM

IN

ADULT AND HIGHER EDUCATION

The Faculty of Education initiated an M.Ed. program in Adult and Higher Education in September of 1985. Courses in the area are offered by various departments, and program coordination is provided through the Office of the Dean. Admission to the program is limited, and not all applicants who meet the minimum requirements can be accommodated. In order to ensure fairness in assessment of applicants, decisions on applications are made only at specified times of year. Applications for admission must be completed by the following dates: Spring Term: March 1; Fall Term: July 1; and Winter Term: November 1.

1. Program Purpose

The Program for the Master of Education degree in Adult and Higher Education is oriented toward providing learning opportunities for both practitioners and scholars in areas of interest to them. Program objectives include:

1. to develop an awareness of diverse social and cultural forces affecting the need for and the provision of adult and higher education;

2. to provide a solid theoretical knowledge in adult and higher education to guide students in selecting appropriate methods and materials in working with adults;

3. to provide preparation at the graduate level for persons engaged in, or equipping themselves for, teaching adults, administering programs or providing support services in institutional and non-institutional settings;

4. to develop knowledge and skills necessary in conducting, interpreting and applying research to the growth of the profession; and,

5. to apply knowledge and skills in addressing theoretical and practical problems in adult and higher education.

2. Program Structure

The Master of Education in Adult and Higher Education includes learning opportunities similar to those offered in other programs -- courses, research projects and field activities. A program of study designed to satisfy degree requirements will be structured to reflect each student's personal and professional goals. The structure of the program provides for study in core areas common for all students and a concentration defined on an individual basis.

Five areas have been defined as forming the core of the program. These are listed below. Normally, a minimum of one course in each area is required. (See Recommended Core Courses)

1. Scope and structures of postsecondary education -- the ways and forms in which adult and higher education have developed;

2. Foundations of adult and higher education -- history, philosophy and sociology of adult and higher education and their implications for practice;

3. Characteristics of adult learners -- psychological, and physiological perspectives on adults and their implications for learning;

4. Program and Curriculum Planning, implementation and evaluation in adult and higher education;

5. Instructional methods, materials and techniques in adult and higher education;

An additional requirement is at least one course in Research methods in adult and higher education.

In addition to the core components, the program structure also provides for concentration through courses, research and field experiences. Concentrations may be developed in instructional, administrative and support service areas or in the foundations of adult and higher education through offerings provided in the Faculty of Education, other Faculties of the University of Alberta, and other universities or through field placements. In some instances, internships may be arranged as an integral part of the program. Concentrations may be related to specific career roles such as community college administrator, curriculum developer or to areas of instruction such as adult basic education, English as a Second Language, nursing, trades or academic subjects.

3. Program Routes

The Master of Education in Adult and Higher Education provides for both a thesis and a project route. Normal requirements in the alternative routes are as follows:

Thesis Route (10 courses plus thesis)

1. Five courses, one in each of five core areas.
2. At least one course in research methodology (two recommended).
3. Elective courses.
4. Graduate thesis

Project Route (14 courses, plus a project)

1. Five courses, one in each of five core areas.
2. One course in research methodology.
3. Elective courses and/or field work
4. A research or field project

In these requirements, a course is rated as "3 hours" (*3) and involves 3 hours of classes per week for 13 weeks, or equivalent. All courses are graduate level, except that some senior undergraduate courses may be permitted in the concentration area.

4. Admission Requirements

The requirements for admission into the Faculty of Graduate Studies and Research include (1) meeting certain academic standards, and (2) being recommended by the administrator of the unit which offers particular graduate programs. In addition, non-Canadian students whose first language is not English must obtain a TOEFL score of 580.

The basic admission criteria are: a four-year baccalaureate degree in education or its equivalent; a GPA of 6.5 in the last 20 courses; and some experience in adult and higher education. Holders of other degrees may be admissible as "qualifying students," in which case additional courses in education are required. Evidence of substantial experience in adult and higher education may reduce the qualifying requirement.

5. Requirements of the Faculty of Graduate Studies & Research

The general requirements of the Faculty of Graduate Studies and Research as outlined in the calendar apply to the program in Adult and Higher Education.

Prospective applicants are advised to consider the implications of the residence requirement and four year time limit during the preliminary stages of applying for admission to the program. Any exceptions from the normal program require the specific approval of the Faculty of Graduate Studies and Research.

6. Admission Procedures

Applicants should familiarize themselves with the requirements and deadlines of the Faculty of Graduate Studies and Research as defined in the Faculty calendar as well as with the requirements of the program outlined in this statement. Additional information is contained in the University of Alberta calendar which may be purchased at the University Bookstore. Information about courses offered in Spring Session, Summer Session or the Off-Campus Credit Program is included in the Special Sessions calendar. The timetable for courses offered in the Winter Session is contained in the Registration Procedures booklet.

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If further information is required, please contact the office at the above address or phone (403) 432-3751.

Recommended Core Courses

Scope and Structures: EDADM 571, EDADU 523

Foundations: EDADU 577, EDFDN 541

Characteristics of Adult Learners: EDADU 521

Program and Curriculum: EDADU 511, EDCI 549,
EDADU 551 (College Curriculum)

Instructional Methods: EDADU 530,
EDADU 551 (College Teaching)

Research Requirement: EDADM 511 (Special Section)
EDADM 512 (Special Section)

(Note: all students are advised to take EDADM 511, and thesis students should also take EDADM 512)

Revised February 1987